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ABSTRACT

This document reports on the Family Education Project, an educational program operated at the State University of New York's Urban Center in Brooklyn, New York. A total of 43 families made up of 67 adults and 181 children were secured from the Bedford Stuyvesant Youth-In-Action Head Start Program to participate in the project. These families were selected on the basis of their motivation to participate in the project and because there was some indication that they would remain in the educational program for the entire year. The program included self-development courses and bi-weekly seminars for the adults, activities involving all members of the family, and special activities for the various age groups within the family. The main hypothesis of this study is that if Head Start children, siblings and their parents are involved in a program as a family, various benefits will be shared by all family members. The most important of these is improvement in the parent-child relationship in which the parent, who is himself actively engaged in course work, assists the child as an active learner. Some of the findings include the following: Head Start children whose parents are in the project made measurable progress during the time that their family was in the project. These children progressed at a faster rate as compared with the national norms in evaluating Head Start progress. (Author/AM)

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FINAL REPORT
PROJECT NUMBER: CG8119A/5

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT (NEW YORK CITY)

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Conducted at the

STATE UNIVERSITY OF NEW YORK
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March 1968 to August 31, 1969

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I ABSTRACT

I Abstract

Findings

Although job training was not stressed as an objective of courses to be taken by parents, a significant proportion of them participated in self-development courses in which they gained skills leading to their placement in jobs. This proportion will be increased as the parents who continued in courses after the cycle ended complete their courses and find employment or upgrade their level of employment.

Research findings indicate that participation in a variety of cultural-educational activities at the same time families are involved in self-development courses is a valuable motivational feature of an educational program conducted in a ghetto area.

Head Start children whose parents were in the project made measurable progress during the time that their family was in the program. These children progressed at a faster rate as compared with the national norms used in evaluating Head Start progress.

The group of siblings of the Head Start children in the project showed greater improvement in the measured areas of interest and performance in their schoolwork as compared with the average improvement shown by their classmates who were not in the project.

Although the measured effect of the project on the changes in parents attitudes was slight, staff observed significant increases in individual participants self-confidence, improved appearance and improved functioning of the family which was

directly attributable to the family's participation in the project.

Conclusions

Whole families will take part successfully in a comprehensive program offering self-development courses and activities.

Participants will generally reach or exceed the self-development goals which they set for themselves. Participation in cultural-educational activities will reinforce motivation to succeed in self development courses.

Community College and urban center facilities can be used as a staging area to provide educational services to the community in a family centered program.

Participation in the project will effect individual participants in their improved awareness of self, their dress, motivation and strengthened family relationships. Also in sharpening the educational and vocational aims for the various members of the family.

Recommendations

The Family Education Project should be refunded by OEO and/or another agency for a full three year period in order to further explore and test the designs and outcomes originally postulated.

Fiscal and other respective responsibilities should be completed before the project has begun in order to assure that it will be conducted for the full period for which it is designed.

The budget for the project should provide a larger allocation for tuition and stipends to enable parents to take courses tailored to their interests at other schools if necessary as the original proposal outlined.

The community college should have a greater involvement in the project and should make efforts to facilitate parents plans to take courses at the college.

The project should be replicated in other community colleges as part of a community outreach function to take education to the people in the inner city ghetto areas using this innovative and stimulating design.

II BRIEF DESCRIPTION OF PROJECT

II. BRIEF DESCRIPTION OF PROJECT

Reason For Project

The inability of the poor to acquire sufficient education has been ascribed as a prime factor perpetuating the cycle of poverty in ghetto areas. Varied approaches have been suggested which would break this cycle. Some of these have focused on attacking specific educational or training problems of either the adults, the teenagers or the younger children in families.

Alternatively, research has also suggested an approach involving entire families simultaneously in an educational program. This approach would motivate participants to achieve unlimited educational goals which would enable them to lift themselves above the poverty line. Accordingly, this project was proposed in order to provide a vehicle for several agencies interested in exploring the effects of providing a broad educational opportunity to entire families in poverty living in ghetto areas. Two main interests were served for the agencies involved.

1. U.S. Office of Economic Opportunity

   American Association of Junior Colleges

   As part of a nationwide project to explore various ways to extend the use of community college facilities in ghetto areas and specifically to explore the effects of involving parents in educational pursuits on their children's educational performance and goals.

2. State University of New York

New York City Community College

SUNY Urban Center In Brooklyn

To expand the use of an existing facility which provides post secondary school education in a major ghetto area and to enable whole families in the community to participate in an educational and cultural enrichment program.

Specific Problems Addressed

1. Parents and their children living in poverty ghetto areas are not sensitive to the availability of education They also do not accept the reality of aspiring to unlimited educational opportunity. Accordingly there is a need to introduce entire families now in poverty to new and sharper views toward education which should increase their motivation to seek continuing educational opportunity.
2. Low income parents tend to rely on the schools alone to educate their children, without the parents participating in the process. This results in their children failing to reach their optimum educational level and vocational opportunities, Recent research points out that parents who are themselves engaged in a learning experience at the same time that their children are in school take a greater interest in their children's education.
3. The Urban Center in Brooklyn as a joint undertaking of the State University of New York and The New York City

Community College needs to find ways to expand its services to the urban poor from presently available basic and vocational education programs to family centered programs. The feasibility of using these facilities to involve family groups, such as parents with Head Start children and their siblings, in both individual and family learning experiences, has not been tested previously. Such a program could be designed to increase the personal effectiveness of adults and to promote the intellectual development of their children.

Hypothesis

If Head Start children, siblings and their parents are involved in programs as family groups, ancillary benefits will accrue to the entire families which participate. The most important of these is improvement in the parent-child relationship in which the parent who is himself a bonafide student assists the child as an active learner. The assistance may be in (a) selecting activities which will contribute to the child's development, (b) helping the child to articulate the learning value of activities in which they engage, and (c) helping the child to value the pursuit of learning. Examples of direct benefits to adults as students are literacy (or improvement of basic skills), vocational skill development, acquistion of home improvement skills and ability to be a more intelligent consumer of credit and goods.

Method Used to Implement The Hypothesis

Project Site and Administrative Relationships

The grantee for the project was the Chancellor of the State University of New York. The project was operated at the SUNY Urban Center in Brooklyn. The urban center itself is an educational facility offering skills training as well as college preparation courses to post secondary school graduates. It is financed by the SUNY and is administered by the New York City Community College. The primary target area served is Bedford Stuyvesant, one of the largest poverty ghetto areas in Brooklyn. Thus the project received joint administrative supervision from the SUNY and the N.Y.C.C.C. through the Director of the Urban Center in Brooklyn.

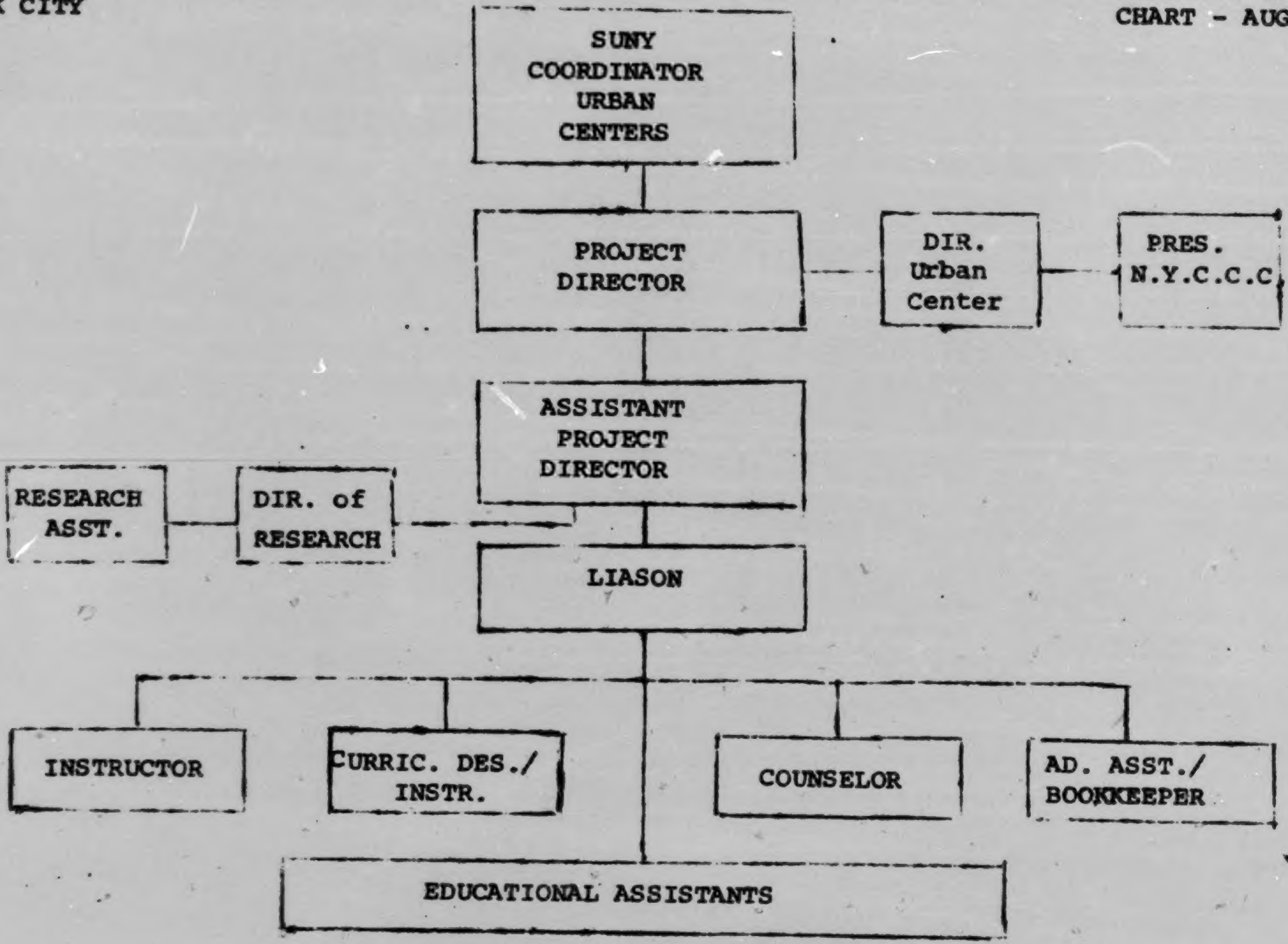
Staffing and Selection of Participants

a. Staffing

Staff for the program was selected according to the dictates of the original proposal. A group of four mothers who were poor by OEO standards and who resided in the target neighborhood were recruited and trained by the project as community education aides for the program. This was the position in the sub-professional title and the aides constituted the primary action group in contacting families on rosters of potential participants for the program. The aides were parents with children in schools in the area to be served, who were already active in school and community affairs, and who evidenced an ability to relate

FAMILY EDUCATION PROJECT
NEW YORK CITY

FUNCTIONAL ORGANIZATION
CHART - AUGUST 1969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DIR. of RESEARCH
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INSTRUCTOR
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COUNSELOR
AD. ASST./ BOOKKEEPER
EDUCATIONAL ASSISTANTS

to their peers in the community. Three had been chairmen of Head Start parent advisory committees and one had been a community worker for Head Start. They were trained by project staff to give information to potential participants and to interview, observe and record information they elicited in home visits and small group meetings of parents, all under the supervision of professional project staff. In training they were given information about educational opportunities and family deterrents to taking advantage of available opportunities. The assistant director of the project who was from the field of social work, had responsibility for the training and direct supervision of the community education aides in addition to those duties relating to assisting with the overall administration of the program.

In addition to the project director, assistant director, and educational assistants, other members of the project staff included a community liaison worker, a counselor, administrative assistant/bookkeeper, a secretary and a typist.

Community Liaison Worker

The responsibilities of the community liaison worker included exploring, identifying, and developing an inventory of those community resources which are equipped to render the services needed by our participants. Further he established a relationship between the resource and the Family Education Program to facilitate the families utilization of the resource.

He planned all publicity for the project - prepared news releases, announcements, flyers, posters, etc. and was generally responsible for promoting the program's public image. He reported to the ass't. director for supervision, assisted with supervision of the other staff, and performed the duties of the assistant director in her absence.

Counselor

The couselor was responsible for assisting the parents with identifying their various educational and vocational goals, and planning with the parent a course of study which would help them realize their stated goals. Ongoing counselling was available to the families throughout the period of their participation. This meant close contact with the parents, helping them deal with those small problems attendant upon their participation in the project, and to recognize other problems that the family may be faced with. In those situations where the problem was of such nature as to require in depth service, a referral was made to the appropriate community facility for service. In attempting to reach all members of the family, the counselor established a program for the teen-agers in the families. Through recreation and planned activities she was able to help these young people begin to take a serious look at themselves, and to begin to give expression to the many questions they had which very often were tension provoking and problem producing. Some were having serious disciplinary problems at home and at school. Others were in dire need of tutoring or some remedial help with school work. The needs were recognized and were woven into the fabric of the overall program. A beautiful relationship evolved between the counselor and these young people; and the improvments were dramatic and discernible over a short period of time.

b. Selection of Families

A roster of 101 families secured from the Bedford Stuyvesant Youth-In-Action Head Start program was used to select the 43 families which participated from 8/1/68 - 8/31/69. Bedford Stuyvesant YIA was selected since it was the largest of the Head Start programs in the target area.

The families were selected on the basis of their motivation to participate fully in the project and their life style which indicated their ability to undertake a sustained educational effort as a family unit throughout the year cycle.

The educational aides interviewed adult members of families on the rosters of potential participants in the project explaining the multiple opportunities offered to families who agreed to participate, by giving an agreed upon amount of time to the project. Initial interviews were conducted in home visits and subsequent interviews were held at the urban center. This afforded the aides a view of the life style of the applicants which was used in the final selection of participants.

The assistant director made a final contact with each family about the mutual responsibilities of the family and the project as they entered into a kind of educational compact. During this phase families were encouraged to think about the kinds of educational activities they wanted the project to offer as part of the family program during their free time. They were also encouraged to make exploratory visits, attend get together sessions and visit the Urban center and the Community College, with the aides as tour guides whenever possible. This gave them an opportunity to look and see and to test the quality of the commitment of the project. Final selection was jointly made by the assistant director, the community liason, the counselor and the aides.

As indicated above during this first phase of the program the educational aides were given training, the families were interviewed and selected, and the initial orientation of the families began. Training for the educational aides was designed to equip them with a broad knowledge base in some areas; and with those specifics necessary to implement the project's objectives. The over all training objective was to prepare the educational aide for entrance into the New York City Public Service Careers Program, in addition to the job at hand.

This phase of the program was carried out from July to mid August, 1968.

3. Planned Span of Participation of Families

In a meeting held prior to recruiting families at which OEO, AAJC, Head Start, SUNY and project personnel attended and at the suggestion of the OEO representative, it was decided that the length of each family's participation in the project would run concurrently with the Head Start school year. Also, that we would work with three separate groups of families over the three year period. This would facilitate the measurement of the effects of the project on the Head Start children in each cycle and would also allow a comparison of these results as among the three groups of children.

4. Participant Characteristics

A total of 43 families participated in the project during the cycle. These families contained a total of 67 adults and 181 children. The accompanying statistics show the age, sex and ethnic background of the participants.

Parents

Ages	Men	Women
45 - 50	2	-
40 - 44	3	3
35 - 39	5	7
30 - 34	6	14
25 - 29	6	12
20 - 24	1	6
unknown	1	1
Total	24	43

Children

age	No. of Children
To 3½	35
3½ to 5	57
6 to 12	68
13 to 15	15
16 and over	6
Total	181

Ethnic Background

	Men	Women	Children
Black	24	41	181
White	0	2	0
Total	24	43	181

5. **The Work Program**

As a result of periodic deliberations among the parents and in consultation with the staff the central core of the program emerged. This consisted of educational courses for the adults and educational experiences for the various members of the family. The purpose of these activities was to explore and reinforce the role of the family as a diffuser of attitudes toward education. Specifically, the program included self-development courses and bi-weekly seminars for the adults, activities involving all members of the family, and special activities for the various age groups within the family i.e. adults, teenagers and pre-teens.

a. **Self-Development Courses**

In "contracting" to join the project parents agreed to enroll in one or more self-development course or activity. The choice of activity would be decided by each parent. For example parents could choose to review great books in a study group or pursue a skills development interest possibly leading to a new vocational career or take courses leading to a college degree. Overall emphasis was placed on motivating parents to resume their interest in being active learners.

Where job training to acquire a specific skill was consistent with this objective it was encouraged. However, job training for parents was not the primary objective of the educational thrust of the project.

Due to the time limits placed on the project duration it was carefully explained to parents that project resources would be available to initiate a program of study. However a guarantee of continuing financing beyond a year could not be given. Project staff would assist parents in locating available resources in the community to finance courses beyond a years duration.

Regular Urban Center, N.Y.C. Community College And Other School Courses

Adults members of the family enrolled in courses at the SUNY Urban Center in Brooklyn, the N.Y.C. Community College and at other schools in the area. In so far as was possible these courses were tailored to the specific interests of each adult i.e. secretarial

science, key punch, office skills, barbering, mechanical technology, child care, licensed practical exam for nursing, creative writing, business machines repair, clothing construction, college adapter, apparel processing, bookkeeping, data processing etc.
(see appendix for tables showing courses taken)
Where a course could not be found to meet the primary interest of each adult because of its unavailability or because of budget limitations parents were encouraged to participate in other courses in which they had a secondary interest and which were available to them.

Basic Education Course

Most of the parents had been away from school for many years. Some of the parents expressed interest in mastering basic communications skills in reading and writing to prepare for later achievement of longer ranged educational goals. Other parents were interested in preparing themselves to take examinations in licensed practical nursing, high school equivalency or for the civil service or the telephone company. Because the content of the teaching materials of these subject areas overlapped, natural groupings of classes for these subjects were easily formed. (see tables in appendix)

Classes were composed of small groups of from 8 to 15 adults. Indivualized attontion was given in some cases since parents had fears about how they would fit into a classroom situation again. Also, they were uncertain about their ability to master new materials. As parents confidence grew they learned to function in larger groups. These classes were therefore designed to overcome parent's fears and to provide an atmosphere where they could progress at their own pace and in accordance with their own interests.

In order to show practical application of areas of the subject taught, field trips to resources in the community were utilized. These trips included visits to the library where some of the parents took out a library card for the first time and borrowed books. Also, visits to places of special interest such as the N.Y. Stock Exchange lent an added dimension to the subjects under consideration.

Special activities grew out-of these classes which sometimes provided a basis for involving all of the families in the project in the activity i.e. voter registration drive, special seminars on drug addiction and legal rights, preparation for employment, etc.

Preparation of Parents for Courses

A number of problem areas were encountered in preparing adults to attend classes and continuing their participation in the project i.e. child care, clothing, home management etc.

Child Care - Arrangements were made for the care of children below the age of Head Start classes while their parents attended school. For those parents receiving public assistance an amount was obtained in their budget for training. The cost of child care was included in this training allowance. The services of the Family Day Care program of the Human Resources Administration were arranged for eligible families who were not receiving public assistance. For those families not eligible for free services, costs for child care were paid by the project. Rates allowed for this service conformed with the schedule set by the N.Y.S. Department of Labor (See table in appendix)

Clothing - In order that parents receiving public assistance be able to attend classes properly dressed arrangements were made with the N.Y.C. Dept. of Social Services for special clothing allowances.

Home Management - Parents using their own initiative made arrangements daily to solve other problems connected with their attendance at school. For example, arising early enough to deliver children for child care or Head Start and public school, and reporting for classes on time themselves. Rearranging their schedules for shopping, cooking, cleaning and laundering. Providing nursing care for children who became ill and ministering to the multitude of family problems which became aggravated by the change in schedules to enable them to attend classes. These all placed extra burdens on other members of the family whose cooperation was needed to continue participation in the project. At times husbands who worked during the day and who were able to devote only part of their time to the project activities objected to the large amount of time their wives spent on courses. Project counseling services were utilized in helping to make a determination as to the advisability of continuing the pursuit of educational goals at the same pace or whether some adjustment in activity was necessary in the interest of the proper management of the home. Project counseling services were also utilized in handling a number of pre-existing family adjustment problems which came to light in the counseling process and which threatened continuance of participation in the project.

Modification of School Regulations

In some instances the self-development activity chosen by parents represented a considerable investment of time and energy. They enrolled in whole programs rather than in single courses at the urban center i.e. the secretarial science program includes courses in stenography and transcription, advanced typing, business math and occupational orientation.

In view of the demands which running a home placed on them, some parents found the burden of carrying whole programs to be too great. Special arrangements were made with the urban center to allow these parents to take those parts of courses which they felt they needed most and which sustained their interest to the greatest extent. For example, a parent who wanted to learn typing without a vocational objective in mind could take typing and English improvement without having to take the rest of the courses in the office skills program. Similar easements were secured from the N.Y.C. Community College to enable a few parents to take individual courses in the day session without having to matriculate for a full program which the regulations require.

b. Activities

Bi-Weekly Seminars and Workshops

Parents scheduled bi-weekly seminars and workshops held at the urban center. The theme for these activities was to discuss and explore various aspects of family living as a learning experience. Consultant lecturers including representatives of community agencies were used to provide the information and demonstration materials for these activities. Some of the topics dealt with included consumer education, legal rights, good grooming and personal health, your child and sex education, how to help your child with schoolwork, historical heritage and individual identity in the ghetto, community leadership and voter registration, cultural and educational resources in the community and how to use them. To enliven these discussion topics and as a practical application of the conclusions reached field trips were scheduled to visit local political leaders, cultural and educational centers in the community and in nearby communities in order to observe different cultures.

All Member Family Activities

In order to involve parents with their children in activities in which they could participate as family groups, a series of family activities were planned. Workshop sessions were held at which parents discussed common problems of inner city family life while the children were simultaneously involved in discussion groups, or in arts and crafts activities. Following the workshops the entire family joined in a refreshment hour with entertainment in which all family members participated. Similar sessions were organized around holiday observances such as Christmas and Thanksgiving. Families also attended concerts, legitimate theater presentations, museums and park activities. These trips were particulary enlightening to parents who had never been to a concert or a museum, visited a library, rowed a boat or been deep sea fishing, visited a state park, or been to a circus in a large city. Some fathers took their sons to a baseball game for the first time. (See schedule of activities in appendix)

Special Interest Activities

In order to develop and sustain the interest of various segments of the family, special activities were programmed. For example a teen club was formed which the project counselor led. Teen activities such as skating, swimming, movie and dance parties were supplemented by after school study and theater workshop classes to develop speech, personal awareness, movement and use of self, arts and crafts, literature, music and poetry sessions were also utilized. Contacts with school authorities and review of records aided a counseling effort which brought school problems to the attention of parents and enabled these to be dealt with. Work study scholarships were arranged and summer employment was found for eleven teenagers i.e. in the Neighborhood Youth Corps, Family Day Care and Western Union. In addition nine other project children who were junior high school students were enrolled in Project Ready which is a community college sponsored summer program providing remedial reading, sports activities, outings and instruction in the use of musical instruments. Eleven project children were enrolled in a local boys club and participated in Little League activities. The grades of all of the teenagers in the club improved dramatically. A special summer reading course was arranged for one teenager with unusual potential which was not otherwise being developed. This enabled him to return to school in the fall and perform successfully where he had been failing. One of the early indications from our research effort showed that the high interest and achievement of parents in their coursework was in many cases not matched by performance of their children in school. This indicated an area for a concentrated courses at the urban center and the shortness of time needed to fit new participants into courses in other schools in the area. Also a generally higher educational achievement level of applicants referred by Head Start was inappropriate for upgrading self-development courses unrelated to a specific educational goal e.g., parents were only interested in taking courses in particular subjects. Only a few parents were interested in a short term basic adult education course for the six months remaining in the first cycle. Therefore, a decision was made to continue with the 38 families for the remainder of the first cycle and to recruit the permissible maximum of fifty families in the second cycle beginning September, 1969.

7. Relations With Community Agencies

Since the project worked with families who had a child in Head Start our activities were correlated with those of that organization.

Project plans for activities with families took into consideration demands on their time required by Head Start. Cooperative activities were planned with Head Start such as voter registration drive, meetings on school decentralization, inter-agency visits as a staff training device to increase knowledge of community resources, and cooperative testing of Head Start children.

The value of a project which builds on the Head Start experience and aims in providing adult education and cultural programs for the whole family has been officially recognized by the Bedford Stuyvesant Youth-In-Action Head Start program as one of the most effective government programs brought to the community.

Other community organizations lent their assistance to the program. For example the Bedford Stuyvesant Restoration Corporation provided passes to the New York Giants Football Team workouts which fathers attended with their sons. The Mayor's Task Force provided busses for transportation.

8. Duration of Project

The period of activities with the first group of families ended Aug. 31, 1969. Research activities in accordance with a modified plan were carried out during the month of September, 1969 to pull together data gathered on the effects of the project. This early termination was due to poor communication of understandings between federal and state funding sources as to their respective responsibilities for project budget suoports. These misunderstandings will be discussed further below.

9. Relations With Supporting Supervisory Agencies

a. U.S. Office of Economic Opportunity

Two thirds of the funding for the project was supplied by the U.S. Office of Economic Opportunity. OEO representatives attended early meetings in setting up the project.

Consulting and monitoring personnel made visits to the project on various occasions throughout the cycle to assess project progress. Because of frequent changes in monitoring personnel much of this conference time was spent in reporting on project design and progress rather than planning for use of OEO technical resources.

Various alternative thrusts for the project suggested by OEO monitors were discussed. These dealt mainly with the possibility of shifting the project emphasis toward closer involvement with the community college to effect changes in admission requirements. For example to increase the involvement of ghetto area residents in community college programs. Also, to modify community college entrance requirements to allow non-traditional students to enroll in regular community college programs at an educational grade level below that usually required. Action to explore these proposals at further length was curtailed' because of the early termination of the project.

Subsequent contacts with OEO officials were in relation to efforts of project personnel toward extending the project past the announced early termination date.

b. American Association of Junior Colleges

The Family Education Project in New York was one of four demonstrations in various locations around the country which comprised the nationwide Multi-City Community College

Educational Demonstration Project. Under contract with OEO the American Association of Junior Colleges performed monitoring functions to supervise the four demonstration projects which were located in New York City, Chicago, Ill., Los Angeles and Oakland, California. Although the individual programs were dissimilar in design they shared a commom purpose of demonstrating ways in which community colleges can increase their involvement to solve educational problems in the inner city ghetto areas which they serve.

In visits to the project in New York AAJC representatives performed a helper role in clarifying OEO requirements and in giving guidance in the preparation of reports and conferences with OEO officials.

Selected project staff and parents participated in AAJC conferences on the four nationwide programs in New York City (Jan. 12, - 13, 1969), at Los Angeles, California (April 11,- 12, 1969) and in Washington, D.C. (Oct. 1 - 3, 1969). These conferences afforded an opportunity to make a verbal presentation on the project with photographs and other exhibits to college presidents and their staffs as well as to government officials and private foundation representatives. It also gave staff and participating parents a chance to meet and talk with the staff of the other projects and to learn about the impact of their demonstrations on their cities and community colleges

c. State University of New York

As grantee for the project the State University of New York supplied one third of the project costs as well as performing overall supervisory functions through its coordinator of urban centers and special programs. SUNY staff was involved in the initial proposal and planning stages of the project and maintained supervisory contact throughout the program cycle assisting in meetings and negotiations with various school and other officials.

The on-site project director received overall supervision from and reported directly to the coordinator of urban centers and special programs. He also reported to the director of the SUNY Urban Center in Brooklyn who supplied technical supervision.

d. State University of New York Urban Center in Brooklyn

The SUNY Urban Center in Brooklyn operated in partnership with the project sharing the use of their funds, space, supplies, equipment and staff. The director of the urban center functioned as the on-site representative of both the SUNY and the N.Y.C. Community College reporting to both the SUNY Coordinator of Urban Centers and Special Programs and to the president of the N.Y.C.C.C. as to the progress and problems of the project and recommendations as to staffing. The director also attended meetings and conferences with various officials and representatives as well as some project family activities.

The urban center also provided consultation to the project through its Coordinator of Business Affairs and accounting/bookkeeping supervision from it's accountant.

The on-site project director was appointed as one of the four coordinators who administered the various operations of the urban center. The project itself had the status of a special program of the urban center since the project and the urban center shared common aims of demonstrating the feasibility of providing an educational and activity program for entire families in the area served. Every neccessary urban center facility was made availavle to the project.

e. New York City Community College

The SUNY Urban Center in Brooklyn receives administrative supervision from the N.Y.C. Community College in accordance with an arrangement with the SUNY. The costs of the urban center are paid for fully by the SUNY. Since the Family Education Project was under the supervision of the director of the urban center, to all intents and purposes it assumed the same relation to the community college as did the other urban center programs. In practical terms this meant that the project enjoyed no special relationship to the college which might entitle it to any special consideration. Many of the easements which the project sought for its participants were the same easements which the urban center had been seeking for itself i.e. waiver of tuition, scholarships, waiver of program requirements to permit participants to take individual courses rather than whole programs in the day session etc.

While college representatives were very sympathetic to such requests and in individual cases were able to provide special considerations,the laws, rules and regulations governing the college placed certain restraints which could not easily be changed. The president of the college included a request in the 1970 - 71 budget for major support of the project to be met by SUNY funds if approved by the legislature, thereby demonstrating his full support for the aims and objectives of the project.

10. Budget

The project was originally budgeted for a nine month's period from 2/68 to 10/68 at $115,669. The first OEO grant funds were received by the grantee in July, 1968 which contributed to the delay in the initiation of the project until May, 1968. Staffing was completed by July, 1968 and activities with the families began July 15, 1968.

Funds for initial operations were advanced by the SUNY Urban Center in Brooklyn. This delay in the receipt of OEO funds hampered spending schedules. Therefore, several extensions were requested and granted in order to enable funds to be applied to project needs. Activities were patterned to the Head Start school year which runs from September to the following August. Therefore the bulk of project activities for participating families were carried out in this same time span.

Extensions were therefore granted through June 1969 and a supplemental grant of $42,000 was approved for project expenses through August, 1969. An additional $2,500 was granted to complete research activities, write final reports and to pay final salaries due.

The long delays in the actual receipt of grants plagued project spending plans for activities and other expenses. As a result it was necessary for the project to rely on scarce urban center funds in order to operate much of the time. The spending plan for the urban centers provide for segmented delivery of the total annual grant at spaced intervals throughout the fiscal year. Operating on this tight budget schedule the urban center was unable to extend the needed amount of funds to the project at several critical stages. This necessitated a cutback in the hiring of staff and in expending funds planned for activities. At points when OEO funds actually arrived the project found itself with a balance of unexpended funds while the opportunity to spend these on project needs had passed.

In addition to delays in processing of federal grants, state budgeting procedures also caused delays in actual receipt of funds. For example all OEO funds were processed in the system of grants made to urban centers for operating expenses instead of separate handling. This further aggravated the delays normally experienced by the urban center in its receipt of allocated funds and in effect limited project spending to the amounts which the urban center could afford to extend. In effect the project operated under the school accounting/auditing system of the community college which, unfamiliar with project needs discouraged spending for any items other than those traditionally associated with school needs. Accounts were arranged with local merchants for items such as photographic supplies, paper goods and food, however spending for a multitude of program needs was discouraged. This had a deleterious effect on the morale of staff and the participating families who neither understood nor appreciated the complicated layers of red tape which hampered program activities.

11. Problem Areas In Program Operations

a. Facilities and Equipment

In order that its facilities be immediately available to the community the urban center was located as closely as possible to the heart of the Bedford Stuyvesant ghetto area. Thus it shares the area's attendant problems of crime and inadequate facilities and services. The only facility with enough space to house the school was a large factory building in this interstitial area. Thus the urban center occupies building space along with knitwear, footwear and other assorted manufacturing firms.

The project was plagued by the same variety of catastrophies as the urban center faced such as periodic fires and breakdowns or inadequacies in services such as heat, light, electric, water, toilet, elevator and air conditioning facilities. Project staff and participants were also victims of breakins, burglaries and robberies resulting in loss of their personal property and attacks on their persons.

Since urban center office equipment was in short supply project personnel had to use whatever leftover desks, tables and chairs that were available. This caused problems in morale and jealousies over other urban center space which had been recently renovated and fitted with new equipment and furnishings.

b. Termination of Grant-Morale Problems

In the early planning stages at which OEO, AAJC and SUNY officials were in attendance the project was designed for a three year duration with OEO and SUNY sharing costs in a 2/3, 1/3 ratio. Staff was recruited on this basis and AAJC and SUNY both held this factor as understood. Later OEO interpretations however, constricted their participation to a one year cycle with the state to assume the full burden of the project costs thereafter.

This of course caused a morale problem with both staff and participants beginning in July, 1969 since they had felt confident that the project would continue over the full three year period. Repercussions were also felt in the Head Start agency whose parents were used in the project and who anticipated further beneficial educational services for others of their families. Likewise, the community felt let down by this development since the project had overcome much of the suspicion about federal projects which are started with many promises only to come to an abrupt end as soon as it begins to give services and establishes confidence in the community. This development confirmed their worst fears.

Many discussions, meetings, activities and demonstrations by staff and parents jointly resulted from this omnipresent problem which interfered with much of the forward motion which the project had generated. This also made planning and execution of activities more difficult. Much time was spent by staff and parents in meeting with local and Washington representatives. Also in writing letters, new proposals to private foundations and other government agencies. Parent interest in follow through on courses and activities was effected since against this background of discontent their confidence in the integrity and credibility of the intentions of the federal and state administrative structure supporting the project was shaken. In view of this devastation of morale it was only because of the devotion of staff to the families and the families to the staff that any degree of successful follow through to complete the project cycle was achieved.

12. Dispersion of Staff

In September, 1969 the SUNY provided $20,000 to show its good faith by increasing its share of the contribution to the project. Also to encourage OEO and other agencies such as HEW to continue their support until September, 1970 which was the earlist date by which it could assume major support for the project. Since it soon became apparent that OEO or HEW funds would not be immediately forthcoming the project was continued as a new SUNY urban center program and scaled down to serve 20 - 25 families. The reduced staff consisted of a project administrator, two educational assistants, a part-time bookkeeper and a stenographer. These were covered in as regular urban center employees. The project director was appointed as an urban center coordinator for a new area of family education, evening program and other special programs. The balance of the demonstration staff dispersed as follows:

-One teacher was appointed as an urban center counselor.

-the curriculum designer/teacher received a fellowship to continue his graduate studies at a nearby university

-one educational assistant found employment as a research assistant in a local organization.

-one educational assistant found employment as a research assistant in a local community progress center before the project ended.

-The community liason found employment as the assistant director in a special N.Y.C. Board of Education project.

-the stenographer left to accept employment as a school secretary in the N.Y.C. Board of Education

-the typist married and moved to Alaska

-the Admin. Asst./Bookkeeper returned to school on a part-time basis to complete his degree in accounting.

III FINDINGS

GENERAL FINDINGS

COURSES

BASIC ADULT EDUCATION COURSES

PROS - This course successfully served a variety of needs. It enabled groups of participants to:

a) acquire basic communication skills in writing, math and reading.

b) prepare for various exams such as high school equivalency, licensed practical nurse school entrance exam, telephone company exam, civil service exams.

c) use it as a laboratory to review skills and to test themselves before taking other courses.

d) supplement coursework covered in other urban center courses which they were taking concurrently.

Small groups, individual tutoring and team teaching enhanced effectiveness of the course. Parents were encouraged to bring their children's home work to class for guidance in helping their children with the homework. The course was also adaptable for use in stimulating interest of participants in trips to various resources in the community and to enliven discussion topics covered in class. At times other project participants not in the course joined in these trips. Therefore, the course focused interest on various activities. The course was most useful for those who could accomplish their objective in a short period of time i.e. prepare for an exam, review specific materials, sharpen skills for use in other courses taken concurrently.

CONS - The course generally was less effective for those parents with minimal education in communication skills and whose immediate objective was to learn to read, write and do math or to resume work toward their elementary school certificate. The announced project objective for these parents was to motivate them to a level where they would continue on after the cycle or complete work for a certificate at a city school. This was because it was recognized that parents would not be able to complete a full elementary school or high school course before their cycle in the project ended. Some parents whose progress was slow or who had higher than realistic expectations for their progress felt disappointment that they were unable to continue with the course. Others were satisfied to have made some progress although willingness to follow through at a city school was lacking. Part of this attitude resulted from the early termination of the project and a loss of confidence in the sincerity of the project aims for them.

An insufficient number of parents were interested in taking this course at night to warrant opening the urban center which had no other evening courses. Therefore no course was initiated for the parents who worked during the day. These parents could not be motivated to take elementary school level courses at city schools at night. The day classes were attended mostly by mothers and a few fathers who either worked nights, were unemployed or were otherwise available.

URBAN CENTER COURSES

PROS - These courses successfully served the needs of those parents interested in skills training in the areas of study offered and college adapter remediation for those preparing to pursue a degree. Programs were adjusted to individual needs to enable participants to take only the individual courses which they felt would help them. Parents were able to observe other courses and to modify and expand their objectives as their interests developed. Group identification developed since parents saw each other every day and had an opportunity to interact with each other to maximize the social aspects of the school situation. Teachers were trained to be specially sensitive to the needs of students who may have been unsuccessful in previous school situations.

CONS - urban center courses are concentrated mainly in the area of office skills and with placement as an objective. A wide variety of courses were not available from which parents could choose. Some parents wanted other courses which were either unavailable or too expensive (i.e. dental ceramics, special beautician course, undertaking). Therefore urban center courses taken were sometimes second choices.

Some parents found difficulty in keeping up the pace with classes after having been away from school for years. Although they wanted to acquire a skill there was no intent to use it to find employment. Therefore these parents were interested in a slower pace with less detailed instruction.

COMMUNITY COLLEGE COURSES

PROS - These courses proved to be valuable for those parents who could meet the prerequisite preparation and who had a specific objective i.e. degree credits or upgrading job skills. A wide variety of courses are offered in various subject areas. Two parents were eligible to matriculate and will shortly complete requirements for two year degrees in Child Care. This was possible since the college waived requirements permitting them to register for partial programs. Because of the relationship of the project to the college easements such as this were possible for project participants.

CONS - Only those parents with sufficient academic credits could take advantage of community college courses. A high academic average is required for admission to most of these courses. Much effort and application is needed to successfully participate in them. Only a few parents were eligible for these courses at the college. Therefore the college did not represent as extensive a resource to the project as it might have been if the courses were more appropriate to their needs.

COURSES IN OTHER SCHOOLS

PROS - Courses found in other schools in the community proved valuable to individual participants. Motivation, of course, was high and achievement justified this. Use of other resources lent variety to lattitudes of course offerings.

CONS - The project was limited by funds available to purchase courses. Parents requested many courses which were beyond our means or not otherwise available.

ACTIVITIES

ALL MEMBER ACTIVITIES

PROS - As revealed, the greatest response of families was to those activities which enabled all members of the family to participate. These activities were structured to provide interest to the various family members i.e "workshops" on cultural identity in the ghetto using consultant speakers, exhibits and other attractions. Activities enabling families to visit outside of their own community were well attended i.e. state parks, seaside theaters. Notable activities in the community were well attended i.e road show, theater production, Duke Ellington sacred music concert. Activities to which all family members contribute were enthusiastically received i.e. family art show, international smorgasbord dinner to which each family contributed their favorite dish. Observances of major holidays provided a special opportunity for meetings i.e. Christmas, Thanksgiving.

CONS - Activities which had more interest for some family members than others proved inappropriate for all member meetings i.e. grooming and health care.

BI-WEEKLY PARENTS MEETINGS

PROS - Limiting the audience to parents for certain meetings enabled us to focus on specific topics of interest i.e. narcotics addiction in schools, legal rights, consumer education. Some of the meetings were held during the day when most participants were at the school. Some were evening meetings enabling parents who worked in the day to attend.

CONS - Some parents wanted monthly meetings in view of their other involvements. Others wanted more frequent meetings since they had more time for these. For optimum involvement of both groups bi-weekly meetings were arranged with topics chosen with an effort for appeal to wider and narrower interests. This programming was difficult to plan since the participant response varied in both day and evening meetings. Planning a time when most people could attend was our compromise. Some parents were reluctant to come out at night if they lacked sufficient escort because of the depressed neighborhood surrounding the urban center.

SPECIAL INTEREST ACTIVITIES

PROS - To add a different dimension to our program, activities of special interest to various members of the family were planned. These were enthusiastically received by participants i.e. mothers sewing art, weight watchers, fathers literary book club, art, ball games. Children - arts and crafts, theater, workshop, special counseling, tutoring.

CONS - Some parents had special interests which did not parallel those of other parents. This applied particularly to the fathers. Some fathers preferred family involvement activities to special interest activities following the main theme of the project. Parents with individual special interests were encouraged to pursue these. Most parents who preferred activities in smaller groups in their own families or with a few other families were encouraged to do so on a planned basis.

Research Findings

Research Plan Overview

The project research plan proposed to measure the effects of the project on the parents, the Head Start children and their siblings in the participating families. The test instruments and methods used to reach this objective are described in the research plan included in the appendix.

Summary of Research Findings

Head Start Children

Head Start children whose parents were in our project made substantial progress during the time that their parents were in the program. These children progressed at a faster rate as compared with the national norms used in evaluating Head Start progress. These exceptional gains were reflected in the three measured areas of personal - social responses, numerical conceptualization and sensory awareness. Only in the fourth measured area of associative vocabulary was no gain evident.

Siblings of Head Start Children

The group of siblings of the Head Start children in our project showed greater improvement in the measured areas of interest and performance in their schoolwork as compared with the average improvement shown by their classmates who were not in our project.

For a signficant number of parents who performed exceptionally well in their courses the school performance of their children was not at an equally high level. The project undertook an effort to work with the parents, teachers and counselors of these children which resulted in their improved school performance and improved parent-child relationships.

Parental Attitudes

The effect of the project on parental attitudes in the measured areas of access to education, value of education, child rearing and childrens' education was slight but on the whole positive. The majority came to feel that education is accessible to the poor as well as to the rich, that education is related directly to potential earnings and that parents can be effective in their children's efforts to achieve success in school. On the other hand parents tended to retain some negative assessments regarding the effectiveness of the school system generally and in relation to their own children achieving the highest goals in it.

Staff Observations

Staff observations of the participating parents show the following:

a) parent continuing interest in the project varied directly in relation to achievement level on coursework and their enjoyment in participating in project activities.

b) most parents joined the project to acquire job skills or for a broad educational goal Only a few participated to escape problems at home or social isolation.

c) Most parents had one or more problems which effected their ability to participate in the project i.e. emotional insecurity, health, care of children or job conflict with class hours.

d) observable benefits of their participation in the project included increased confidence and awareness of self, improved appearance or improved functioning of the family.

Teacher Evaluations of Parents in Courses

Teachers evaluated that most parents enrolled in all types of courses were able to successfully complete their educational objective for the year.

Basic Education Course - A majority of the parents were rated as being highly interested and able to handle the math and reading work without difficulty. Those who were not able to complete the work were hampered by personal problems and absenteeism.

Urban Center, N.Y.C. Community College and Other Courses

Most parents enrolled in skills courses were able to handle the work successfully. For those who had difficulty in completing their courses this was attributable to problems at home, illness or a pattern of absenteeism The quality of work for a few parents was so high that they were recommended for more advanced schooling.

Highlighting the gains which participants had made as of the end of the cycle, eighteen parents found employment as a result of skills learned in classes, two parents matriculated for and will receive two year college degrees by June, 1970, ten others were continuing in courses which would shortly lead to their becoming employed. Other parents were helped in passing exams for high school equivalency, licensed practical nursing school, civil service exams, telephone company exam or otherwise in upgrading their skills.

Parental Evaluation of the Program

Most parents evaluated the program in positive terms in view of the benefits they received i.e. acquired specific academic or vocational skill, met vocational objective, enhanced self-confidence increased social interaction in activities and was exposed to new experiences, received help with specific personal or family problems or help with children's problems.

Negative evaluations were related to the short duration of the project, unavailability of evening courses at the urban center and insufficient variety of vocational course choices.

Note: Of sixty-seven parents who participated in the project during the cycle about forty-five or two thirds participated by actually pursuing courses and making a substantial effort to join in family activities on a regular basis. The balance of the parents did not pursue courses and attended activities only sporadically. These were mostly the fathers in the project who worked during the day and whose interest in courses was only related to acquiring a specilized skill or embarking on a new career field.

The project was hampered in meeting their needs by a limited budget. Some of these parents wanted only courses costing thousands of dollars if purchased privately i.e. undertaking, special beauty culture. Other courses requested were not available at any cost i.e. advanced dental technology, ceramic work. Other parents wanted to take urban center courses at night which were given only during the day i.e. IBM, offset duplicating, key punch, apparel processing. Accordingly, these parents showed no interest in broad educational upgrading courses and could be encouraged to participate only from time to time in family activity trips or discussion sessions. Due to the above portions of the total sample of tests indicated in each test analysis measuring parents attitudes, performance of parents in courses by teachers, parents' evaluation of the program and staff observations of parent progress were unavailable. Therefore these were not included in our total figures on which our findings are based.

The project encountered further obstacles in retaining a sufficient number of children in the control group for the retest using the preschool inventory to make a significant comparison with the control group. Alternately, comparisons of our group of project children were made with the national norms established by age and sex supplied for this test on which our conclusions were based.

Preschool Inventory Test

Test Objective

The purpose of this test was to determine whether Head Start children whose parents are in our program progress faster as compared with Head Start children not in the program. The test used was the Cooperative Preschool Inventory developed by the Educational Testing Service at Princeton New Jersey. The test was specifically designed for the Head Start program to measure educational development of children.

The test was administered in the early stages of the project cycle cooperatively by the educational assistants and the Bedford Stuyvesant Y.I.A. Head Start teachers under the supervision of the project research director. A control sample similarly matched by age and sex to the group tested was selected from among the Y.I.A. Head Start children who were not in the project. The control group was tested by their Head Start teachers trained by the project research director in administering the test. The testing was given at convenient locations i.e. at the Head Start centers and at the urban center.

On the retest at the end of the cycle it was not possible to conduct followup testing on a sufficient number of the control group to use this for our comparison sample. This was because of the high mobility of the population. A significant number were unavailable at the retest. However, it [illegible] was possible for us to make an alternate comparison of the progress of our own group as against national norms for this test.

Findings

Head Start children whose parents were in our project made substantial progress during the time that their children were in our program. These children progressed at a faster rate as compared with national norms used in evaluating Head Start progress. These exceptional gains were reflected in the three measured areas of personal--social responses, numerical conceptualization and sensory awareness. Only in the fourth measured area of associative vocabulary was no gain evident.

Detailed Findings

A major problem facing any research with a poverty population is the population's high mobility. Follow-ups, especially of a control group, are exceedingly difficult. This problem plagued us in our attempts to obtain data on a control sample of Head Start children. The comparative sample of Head Start children was designed to match as closely as possible our experimental sample. Despite many efforts to trace our control group and conduct follow-up testing we were only able to locate and test 16 of our 37 initial cases. With such a small number of cases available it was not possible to compare the result of the Head Start children of our parental group with the Head Start control group. Even with our own much more available group, due to illness, parents having moved, publicity that the program was ending, etc. we were only able to retest 31 of our original 37 cases. In spite of these difficulties, it was possible to make an alternate comparison of the progress of our own group against national norms.

In order to look at the progress of these children during this year, we compared their standing on the national norms in the fall of 1968 with the standing of the same children at the end of the program more than 6 mo. later. It would appear that any movement upward in comparison with national norms ought to be due to the Head Start program, maturation, our program with their parents, or any combination of these factors. Since we were able to control for ages due to the national norms being presented for various age groups the changes we find ought to be due to one or both of the remaining two factors.

Our children, it should be noted began at a relatively high level with 50% of these children scoring in the 70 percentile (national norms) or above. Despite this high initial position our children made rather startling changes in their national standings. The standing of our children in the fall of 1968 and the summer of 1969 are listed in the table below.

NATIONAL STANDING OF PROJECT CHILDREN IN HEADSTART
FALL 1968 AND SPRING 1969

National Norm Percentile Standing	Number of Children by Percentile Standing Fall 1968 (N=37)	Spring 1969 (N=31)
95	3	12
90	2	7
85	3	3
80	4	3
75	5	1
70	3	0
65	1	2
60	4	1
50	3	0
Below 50	9	2

The table shows a substantial movement among our children with over 50% of the original sample now being above the 90 percentile norm while previously less than 14% of the group scored this well. Previously it was not until we reached the 70 percentile that we encompassed 50% of our sample.

It is well to look at the question as to which area our children made the most progress. The Preschool Inventory is made up of data gathered in four areas.

1) Personal-social responses --A
2) Associative vocabulary --B
3) Numerical conceptualization --C1
4) Sensory awarness --C2

Initially our children had done best in associative vocabulary with 50% of the children scoring in the 80 percentile or better. The second ranked area was person-social responsiveness with 50% scoring in the 75 percentile or better. Next ranked was numerical conceptulization (65%) and last was sensory awareness (60%). What is interesting about the group after retest is that they made substantial changes in all areas except associative vocabulary where no gains were evident. The table below shows the percentile position of 50% of our sample in each area in the fall of 1968 and 1969. (50% figures are calculated on a base of 37 in both 1968 and 1969 data which biases the findings against the retest groups in that it assumes that all the 16 untested cases will fall in the lower 50% of the cases).

SUBTEST POSITION OF PROJECT CHILDREN IN HEADSTART: FALL 1968 AND SPRING 1969

	Fall 1968		Spring 1969	
	Percentile Position	Number of Cases	Percentile Position	Number of Cases
Personal-social responses	75	(20)	95	(22)
Associative vocabulary	80	(21)	80	(21)
Numerical conceptualization	65	(20)	90	(20)
Sensory awareness	70	(20)	90	(19)

No data is available on why shifts should appear in all areas other than associative vocabulary. The data, however, makes clear that the Head Start children whose parents were in our project made substantial progress during the time their parents were in our program and appeared quite ready for a short program the following fall.

Sibling Evaluation

Test Objective

The purpose of this test was to determine whether siblings of head start children in our program showed greater progress in school as compared with their classmates who were not in our program.

A comparison of reading and math grades was made as between the beginning and the end of the school year. Test scores were secured from the schools by use of questionnaires and interviews with teachers and/or counselors. A simple comparison of appropriate group average scores was made to determine whether there were any significant differences in the school performance of the siblings which could be attributed to the overall effect of their participation in the project.

Findings - The group of siblings of the head start children in our project showed greater improvement in the measured areas of interest and performance in their schoolwork as compared with the average improvement shown by their classmates who were not in our project.

Detailed Findings - Realizing the problems of maintaining a control group of children when focusing upon the school age children our research questionnaire asked the teacher to assess the child against "the general class level". This use of the child's class also served to control for variations in school and district. A major objective of the project was to help the children by helping parents to achieve educationally. To study changes in the children, a teacher evaluation form was completed on fifty nine school age children of parents in our project during the fall of 1968. A similar form inquiring about the child was completed at the end of the school year.

Due to the many schools involved (N=32) in our study, their differing standards and the differences in quality of teaching we were inclined to discount changes in the position of the child on standardized tests despite the fact that the number of children above grade level had increased in both math and reading between the first test and the retest. Any analysis of grades is further faced with the problem of a lack of available test scores for many of the children. Scores were not available for fifteen children. Therefore our findings do not reflect any measurements for this group.

For the above reasons we limited our analysis to comparing the fall evaluation with the end of the school year evaluation of the levels of "student's interest" and the "student's performance" when compared with "the general class level." We assumed that especially in these two areas we would see a shift in a positive direction, i.e., fewer project children should be listed as below average and more children should be listed as above average.

Interest - We collected data on what was the level of academic interest of our children at the beginning and at the end of the project. The following shows a substantial gain in interest among the children between the two periods.

Interest Level of Project Children in School

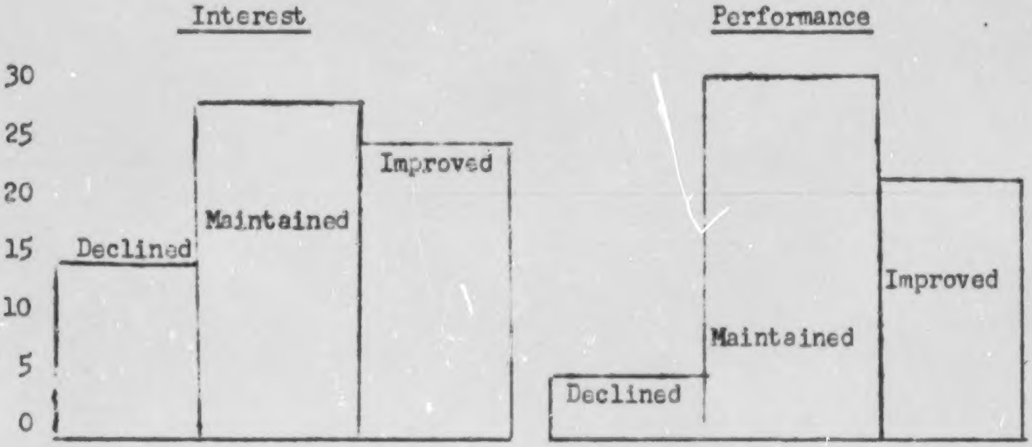
Level of Interest	Fall 1968	End of 1968-69 year
	Number of Children	
Below Average	18	12
Average	32	29
Above Average	9	18

Performance - We investigated to determine whether changes similar to those found in the level of interest were also found in the performance of these same siblings. The following table shows that while there were similar changes among the children's performance they were slightly less prominent.

Performnce Level of Project Children in School

Level of Performance	Fall 1968	End of 1968-69 year
	Number of Children	
Below average	18	15
Average	36	30
Above Average	5	14

Another question of interest in these findings was to what degree are the changes a result of children moving relatively little. To investigate this we utilized data on the degree of change. In other words, a child who moved from less interest than his classmates to an average level was given a score of +1, if he moved to above average he was given a score of +2, and if he remained in the same category he received a score of zero. Declines in position were rated similarly only negatively. The results of the movement value times the number of individuals involved are shown below in bar graphs comparing the numerical decline value, with the no change (maintained) value and the improved value for interest and performance.



Looking at the interest graphs one can clearly see that the degree that a sibling improved was almost as high as that maintained and practically twice the degree of decline in the group. The Performance question showed a much higher degree of "maintenance" with less decline than in interest. However, one also sees less improvement. This method of looking at the data makes clear that performance is much less likely to show immediate gains or losses while interest tends to show a higher degree of change. None-the-less for all our cases there was a definite tendency toward improvement in both performance and interest.

Note: Significant at .01 level sign test (one tailed)

Finding - The group of siblings of the head start children in our project showed greater improvement in the measured areas of interest and performance in their schoolwork as compared with the average improvement shown by their classmates who were not in the project.

Parental Attitude Evaluation

Test Objective

The purpose of this test was to measure the effect of the program on the motivation of the parents to seek continuing educational opportunity for themselves and their children. To do this a 42 item structured closed ended instrument was devised. It included the following dimensions:

1. The participant's perception of education and its value.
2. The availability of or access to education for the program participant.
3. The participant's concepts around child rearing.
4. The participant's perception of the dimensions of childhood education.
5. The participant's perception of what the program can provide and his or her aspirations for the future.

The test was administered at the beginning, the mid point and at the end of the cycle in group sessions led by the project research director. The project aides were used to administer the questionnaires for those parents who were not present at grouped sessions. These were administered in the office or in parents' homes. Questionnaires for fifteen parents were unobtainable because these were unavailable at the times tests were administered. Accordingly, attitude measurements for these are not included in our findings.

Findings - Shifts in attitudes were slight but on the whole positive. The following tendencies were noted from the results of measures in the four areas i.e.,

a) Value of Education - most parents tended to appreciate the relevency of education to future earning potential. However, parents tended to have a negative assessment of teachers and the school system in general.

b) access to education - most parents came to believe that poor people can go to college as well as rich people. However, most parents tended to feel that their own children would not complete college.

c) Child rearing - most parents tended to agree that there is much they can do to make sure their children finish high school.

d) Children's education - most parents tended to believe that spending more time with their children would help them do well in school.

Detailed Findings

Finding - The change in parental attitudes over the period of the cycle was slight. Cumulative change in each of the four scales was less than one point (access to education 19.02 to 19.34, Value of Education 55.12 to 56.04, Child Rearing 50.63 to 50.81, Children's Education 23.69 to 23.96).

Parental attitudes in the areas of the four scales and as of the end of the cycle is indicated by the following:

A. Value of Education - How parents evaluated the value of education, the educational system and teachers.

Finding - Parents fairly universally continued to agree that education is more valuable than some people think and that one has to give up something he wants in order to get ahead.

Finding - More parents tended to believe that the more education one acquires and the better a person presents himself the more accessible easy opportunities become. Apparently, for many parents the project was not seen as much in terms of job achievement as in terms of an opportunity for new social experiences and greater self-confidence.

Finding - Parents tended to assess teachers negatively although their experiences in the project strengthened their confidence in the value of education. A good deal of these negative feelings most likely was part of a general animosity in the community resulting from the New York City teacher's strike which occurred in the early part of the cycle. For example, a majority of the parents felt that teachers don't care about the children they are teaching, teachers do not understand their pupils and too many teachers do other work on the side. Parents felt most at home with their peer group and their activities while with peers were important in sustaining the educational process. Their experience with the teaching staff possibly because of the frequent negative assessments parents made of themselves appears only to have strengthened an already negative assessment of teachers.

B. Access to Education - How parents felt about the accessibility of educational opportunity.

Finding - The prevailing feeling of our parent group at the beginning of the cycle as well as at the end was that education is available to both the rich and the poor. This is viewed as a positive assessment considering the fact that for most of these parents the use of project resources was coming to an end and that they would have to secure further education on their own.

Finding - Apparently parents' exposure to educational opportunities made them feel increasingly doubtful about their ability to control their children's long term achievement. For example, although a large number of parents felt strongly at the beginning of the cycle that their children would finish high school, **fewer** parents held this opinion as intensely at the end of the cycle. Also, the number of parents who felt that their child would finish college declined.

C. Child Rearing - How parents feel about whether they can **effect** their child's learning.

Finding - Surprisingly, in view of a previous lack of certainty about whether their child would finish high school, more parents agreed that there is much they can do to make sure their children finish high school.

Finding - Parents appeared slightly less sure of the severity of measures they should take to see to it that their children do their homework. Their movement from certainty on the handling of one's children, whether those attitudes were rigid or flexible to a less fixed position on the handling of their children shows that parental attitudes on child rearing were in the process of reevaluation. These changes may have been due to the more extensive interaction with the children than the project had hoped to stimulate.

D. Children's Education - How parents estimate the learning value of various learning experiences.

Finding - A strong positive gain was indicated in responses as to whether parents should participate in activities with their children.

Parents are now universally convinced that taking children to museums can help them to do well in school. Previously some were either uncertain or disagreed. More parents now feel that taking their children to the park can help them to learn.

Finding - Although parents now see educational activities in a broader scope they still tend to hold traditional attitudes about the narrower area of school related activities. For example, parents still feel that the more homework done the more that is learned. Also that the school will teach children what they need to know and that parents can't do much to help. Therefore parents' new involvement in activities did not increase their feeling of the independence of the educational inquiry process.

Evaluations By Staff of Parental Involvement

Test Objective

The purpose of this evaluation was to assess staff impressions of the effects of the project on regularly participating parents in various areas i.e. a) interest level b) motivation for being in the project c) difficulties encountered in connection with participation in the project d) observable changes in behavior or dress e) use of skills acquired.

Staff utilized questionnaire forms to record their impressions at the beginning, the midpoint and at the end of the cycle. The evaluations were made by the professional staff and the paraprofessional aides from direct contacts, formal and informal interviews, counseling sessions and also included anecdotal records [illegible]

Findings

1. The strength of parents' continuing interest in the project varied in direct relation to a) achievement level in coursework b) extent of ability to participate in view of problems at home c) degree to which overall educational expectations were achieved.
2. A large proportion of these parents had joined the project to acquire job skills, prepare for job related entrance examinations of for a broad educational goal. A significant number had participated to escape from personal or home problems.

3. Most parents made known to staff that they had one or more problems affecting their participation in the project i.e. emotional or insecurity, health, child care, job conflict with class hours.
4. Positive changes were observed by staff for most participants as regards their increased confidence and awareness of self, improved appearance or functioning of the family.
5. Most parents are currently using their acquired skills, have completed preparation for employment examination or have been accepted for schooling leading to further specific skills training.

Specific Findings

a. Interest Level

The table below shows the interest level as reported by the staff.

STAFF EVALUATION OF PARENTAL INTEREST

Interest Level		Number of Persons
Very High		27
High		19
Good		5
Fair		3
Not Measurable		5
	Total	59

Findings

As could be anticipated most parents were quite interested in the project.

The interest evaluation was judged in terms of overall interest in participating in the project. To some extent a factor given great weight was parents' success or failure in courses. However parents' interest in participating in project activities and their attitudes toward the project generally was considered in arriving at individual assessments. Thus parents listed as having a good interest level were described as having some success and some difficulty in courses as well as participating in activities. Those listed as having a fair interest were those parents who had difficulty in working up to their educational expectations or in participating in activities. The group listed as not measurable either showed no interest in the courses or activities or dropped out of the program prior to the end of the cycle.

b. Motivation For Being In the Project

The table below indicates the staff evaluation as to why the participants wanted to be in the project.

STAFF EVALUATION OF PARENTAL MOTIVATION FOR ENTERING PROJECT

Reason For Being In Project		Number
Further education to open job opportunities through increased skills		22
Prepare for or continue college education		9
Further education (reason unspecified)		13
Upgrade skill for specific examination		8
Escape from personal or home problems		7
	Total	59

It is quite interesting that staff listed 7 of 59 parents as participating in the program primarily to escape from emotional pressures whether personal or inherent in the home situation.

Staff on this project have all noted the many emotional problems which were encountered in working with these parents and to some extent the program of the project had to be modified in terms of such problems. The parental evaluations of the project seem also to show an awareness of the degree to which the project was meeting needs other than educational ones. They mentioned spontaneously changes in confidence, their opportunity to interact with others and their exposure to cultural activities as major benefits they had received from the project.

Staff saw eight parents as upgrading skills so that the parent could take a specific examination These examinations ranged from a promotion examination in the telephone company to entry examinations for schools of practical nurse training and high school equivalency examinations. Twenty two other parents were seen as seeking education in order to expand their job skills. Nine were preparing for college advancement or entry. The remaining thirteen were listed only as interested in furthering their education with no specific reason given.

Finding

A large proportion of these parents had joined the project to acquire job skill, prepare for job related entrance examinations or for a broad educational goal. A significant number had participated to escape from personal or home problems

c. Use of Skills Learned

The following table lists the ways in which the parents who are using skills are doing so.

Parental Use of Skills

Use of Skills	Number
Finished course - using skills in employment	18
Enrolled in further training courses	10
Upgraded skills - exploring further courses	5
Upgraded skills - deferring exploration of further courses	5
Upgraded skills - deferring search for employment	2
Coursework not completed	4
Course was unavailable or hours inconvenient	15
Total	59

Eighteen parents found employment using skills they learned in the project. Ten parents are continuing their education with employment or upgrading skills to improve their job situation as their goal. Five parents are seeking further courses and expect to be enrolled in these shortly.. Five parents who upgraded their skills are deferring participation in further courses pending resolution of child care illness or personal problems. Two parents who upgraded their skills were not ready for employment placement because of child care and personal problems. Three parents failed to finish their courses because of health problems and one because of insufficient motivation to follow through. Fifteen parents were not involved in courses because their work hours conflicted or because the courses they wanted were otherwise unavailable.

Finding

Clearly, most of these parents who took courses have improved their training or skills and are utilizing these for employment or to seek further training.

d. Difficulty Encountered In Participating In Project

The following table lists the types of problems faced by program participants.

Problem	No. of persons
Emotional insecurity	9
Large Family - child care	9
Illness	9
Class hours conflict with employment	21
All other problems	2
No Problems	9

As is readily noted several families had more than one problem which hampered their participation in the project. Only nine parents had no problems. This list of problems is indicative of the population with which we were working. Health problems, emotional difficulties and insecurities and the problem of child care for parents going to school all need constant attention if a project of family education is to succeed.

Individual participants achieved success in spite of many difficulties i.e. six parents noted their difficulty in adjusting due to personal fears about their ability to meet the academic standards being set. Thus for these parents not only did they have to do their work but they had to overcome the detrimental effects of their own sense of inferiority.

Finding

Most parents made known to staff that they had one or more problems affecting their participation in the project i.e. emotional or insecurity, health, child care, job conflict with class hours etc.

e. Observable Changes In Behavior or Dress

Prior to the start of the project we had postulated that the project would help parents with their sense of self worth. Parents have indicated that the project was helpful to them in overcoming a sense of inferiority and with social isolation. The following table lists one or more of the observable changes in behavior or dress of parents as noted by staff. The following table shows the changes which staff noted.

Type of Changes Noted	No. of Participants
Greater self-confidence or Self-awareness	15
More outgoing - less guarded in responses toward others	6
Increased family cohesion	4
Other family benefits such as better handling of children	1
Other positive changes i.e. dress, awareness of resources etc.	9
No changes	24
Total	59

The positive changes noted by staff are indications that the project has helped these parents in the type of areas that would permit them to be more successful in the community. It is perhaps due to changes such as these that 14 parents in evaluating the project listed as a positive attribute of the project a greater social interaction with others and that five mentioned an enhanced self-confidence. In other words it appears that not only did the staff see these changes but what is more important the parents themselves felt them.

In three cases staff reported a continuing inability of participants to relate to teachers and staff. For another twenty four participants no changes were noted. About half of these were the fathers who were not enrolled in courses and for whom there was less of an opportunity for staff to observe changes.

Evaluations by Teachers of Parents In Courses

Test Objective

The purpose of this evaluation was to determine the teacher's evaluation of the interest and success levels of parents participating in coursework.

Questionnaire forms on each parent were completed at the midpoint and at the end of the cycle by instructors in the various courses in which parents participated.

Findings - Most parents enrolled in all types of courses were able to successfully complete their educational objective for the year.

Basic Education Course

A majority of the parents were rated as being highly interested and able to handle the math and reading work without difficulty. Those who were not able to complete the work were hampered by personal problems and absenteeism.

Urban Center, N.Y.C. Community College and Other Courses

Most of the parents enrolled in skills courses were able to handle the work successfully. For those who had difficulty in completing their courses this was attributable to problems at home, illness and a pattern of absences. The quality of work of a few parents was so high that they were recommended for more advanced schooling. Therefore parents returning to the classroom after as many as 10 years can successfully further their education.

DETAILED FINDINGS

Basic Education Courses

Twenty-four parents were enrolled in basic education courses during the cycle.

Interest

Teacher evaluations indicate a very high or high degree of interest in the course work for thirteen math course students and twelve reading course students. Another five in both areas had what teachers regarded as an average interest, The interest of the balance of the students was sporadic.

Ability to handle the work

As would be expected from other materials despite the parents interest and the fact that seventeen were listed as being able to handle the work in both math and reading only twelve persons taking the reading course and nine in the math course were listed as completing the courses without difficulty. In the math course seven parents were noted as having their progress hampered by personal problems or absenteeism. In the reading course only three persons were listed as having their progress hampered by personal problems or absenteeism, two for other reasons and one was listed as having made no progress.

What is of interest in comparing the data on the reading groups and the math groups is that as with the children who were more deficient in math skills than in reading skills the parents were more likely to exhibit problems in the area of math than in reading.

Finding - parental problems tend to come more to the fore and parents tend to withdraw more (absenteeism) in those areas where they find the work to be difficult.

Urban Center, N.Y.C. Community College & Other Courses

Twenty eight parents took regular courses at the urban center, the community college and at other schools during the cycle.

Interest

Twenty four were listed as very high, two were high and two were average.

Ability to Handle the Work

In twenty-two of the twenty seven cases teachers felt that parents were able to handle the work without difficulty. Four cases had some difficulty in grasping the work and two were noted as trying hard but having substantial difficulty with the work due to family problems.

Among the twenty seven parents four were mentioned as having completed the course very high, twelve others with high performance two with some difficulty and ten were listed as having gained skills. Teachers felt that the performance of four participants was so high that they should definitely continue into more advanced schooling.

Again as in the basic education courses discussed above there were those whose progress was hampered by outside factors. Two had difficulty in completing the course due to illness and another evaluation mentioned personal problems or patterns of absenteeism. Two others were listed as being hampered by problems unique to their situation.

Finding

About fifty percent of those parents taking basic education (i.e. those needing help with the basic skill necessary for any educational endeavor) were able to complete the work attempted without difficulty. In the more advanced courses, or those courses more specifically related to a given skill, students showed in seventy-five percent of the courses an ability to successfully complete the course offered. Thus the teacher's evaluations bears out the staff evaluation that the project can offer educational opportunities for parents to successfully further their education even though these parents may have not taken education courses in as many as ten years.

Evaluations of The Program by Parents

Test Objective

The purpose of this evaluation was to determine parents' assessment of the project including successful aspects as well as those needing improvement.

This information was gathered by the educational assistants using a questionnaire form at the end of the cycle. The information was taken at group meetings at The urban center, in the office or at the home of participants.

Findings:

1. Most of the parents evaluated the project in positive terms from the help they received i.e. specific academic or vocational skills acquired, employment objective met, self-confidence enhanced, social interaction in activities and new exposures, help with specific personal or family problems and help with childrens problems.
2. Negative evaluations were related to the short duration of the project, unavailability of evening courses at The urban center and insufficient variety of vocational course choices.
3. Project cultural activities were evaluated by a large number of parents as being an important aspect of their educational experience in the project.

Detailed Findings:

An important way of investigating changes in any project is to look at what are the participants' perception of the program. From open-ended material on how the parent perceived the project one is often able to deliniate what the parents, as against our staff, feel are the important changes in themselves which are linked to their participation in the project.

From our parental group which numbered 60 we received comments from 43 parents. Seventeen parents were unavailable for comments at the end of the program. The responses which parents made fell into categories of 11 specific types which represented positive and negative evaluations of the project. The following table shows a breakdown of the positive statements.

Positive Parental Evaluation Comments

Project Provided	Number
1. Development of specific academic skills (such as reading, English, etc.)	13
Project Provided	
2. Development of specific vocational skills	3
Project Enabled	
3. Achievement of educational goal or job training which has led to a job	7
Project enhanced	
4. Self Confidence	5
Project Provided	
5. Exposure to new people leading to greater social interaction	14
Project Provided	
6. New experiences (such as theatre, exposure to new ideas, etc.)	14

Project Provided	
7. Help with personal or family problems	4
Project Provided	
8. Specific help to children mentioned	2
9. Other comments which were positive but not specific or not classifiable (such as "was a good program and should continue")	12
Total	74

Parents made 74 comments which were classifiable as positive and seven which are negative. As one can readily see from the total number of responses coded each parent's comments were placed in as many categories as were applicable, thus some parents' comments might be in two or more categories.

Our negative comments in all but three cases represented instances where a parent made a generally positive evaluation of the program but also commented on some aspect of the program which needed improvement. Thus in the case of four of the seven negative responses the comments were related to the educational program. Two felt that the program was too short to meet their educational aspirations. One noted a feeling that there was not enough vocational training available. This person it seems had not been able to pursue the particular vocational training she had wanted during the program, however, she had it seems, learned other vocational skills. Another parent noted the lack of evening classes and the problems this caused to the working parent. The need for an evening program is one of the things that the project made clear to the administration of the urban center and an evening program is presently being instituted. The remaining three negative comments included two comments that the program had not met parental needs because of an inability to relate to staff and a comment by a father that too little help was available for husbands. Since this male parent was employed this later comment may have been related to one of the education problems previously noted.

What is most striking about parents' positive comments was the degree to which informal aspects of the program are those aspects of the program which elicited most positive comment. These parental comments are also supported by the staff evaluations at the end of the project noting positive comments on change in dress, self esteem, growing family cohesion, in 27 cases. Exposure to new ideas and the opportunity to visit the theater, museums and other cultural activities were mentioned by 14 parents as having given them a new outlook. Several mentioned that this project had offered them the opportunity to do things, like attend the theater, that they had always wanted to do. Similarly 14 parents credited the program with giving them an opportunity to meet new people and shed their isolation. They mentioned they were happy to have had the chance to make new friends and to have had a chance to be with others.

Thirteen parents mentioned that the program had offered them an opportunity to develop specific academic skills such as improving their reading level or math level. Three others mentioned having acquired specific vocational skills such as key punch or typing. Another seven mentioned that the academic skills had permitted them to enter Community College, pass the exam for practical nursing training, get an equivalency high school diploma or they mentioned that their job training had enabled them to obtain a job.

In 12 cases the parents made positive comments which were non-specific or which were unique to them. For example several parents mentioned merely that it "was a good program and should be continued." The remaining eleven comments related to help received with problems of their children (2), help with personal problems (4), or comments by the parents on their new found self confidence (5 cases).

Finding:

For this group living in a poverty community the opportunity to be with others and to attend cultural activities was an important aspect of their educational experience. Thus any program which hopes to provide educational opportunities to such a population should also make provision for cultural and social activities if it is to help adults to develop the sense of themselves which is so important to successful achievement in an educational experience.

IV CONCLUSIONS
AND
V RECOMMENDATIONS

Conclusions

1. Community College and Urban Center facilities caa be used as a staging area to provide educational services to the community in a family centered program.
2. Whole families will take part successfully in a comprehensive program offering self-development courses and activities.
3. Within the confines of the individual goals which they set for themselves, beneficial results attained by participants will vary with the extent that their motivation is sustained and to the extent that problems at home interfere with their participation.
4. The design of the demonstration proved to be effective in that a significant number of participants reached or exceeded the self-development goals which they had set for themselves. Activities were an important aspect of the program for broad educational impact and for reinforcing relations within and between families and participants.
5. Participation in the project will effect individual participants in their improved awareness of self, their dress motivation and strengthened family relationships, Also in sharpening the educational and vocational aims for various members of the family.
6. Parents will participate in other program activities even though they cannot enroll in self-development courses Also, they will recognize the educational value of their participation in these activities

7. An unexpected outcome of the project is seen in the number of participants who found employment as a result of skills training and self-development courses. This result indicates that job preparation leading to placement must be provided for in any broad educational program pitched to the community.

8. The program would be replicable at other community colleges. The notion of family education is both appealing and viable. Essential elements of the program include the following:
   a. a dedicated and trained staff interested in the goals of the project and in the progress of each family.
   b. a strong and sustained counseling support for individual participants to carry them through their periods of self-doubt
   c. availability of a range of courses useful to parents in achieving their'vocational and educational goals
   d. A mix of activities and courses which will motivate and sustain parents' interest in achieving their goals.
   e. a budget sufficient to sustain the various aspects of the effort.

9. Head Start children and their siblings will improve their performance in school as a result of theirs and their parents' participation in this kind of family education program.

. Public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can become fully self-sustaining.

11. Parents will attempt to surmount formidable obstacles to participating in an educational program which they are convinced has a value for them.
12. Withdrawal of experimental projects before they have had a chance to demonstrate their worth causes disillusionment in the community and distrust of staff working in such projects as well as of those who might consider working in such projects.

Recommendations

1. The Family Education Project should be refunded for a full three year period in order to further explore and test the approaches and outcomes originally postulated.
2. The community college should have greater involvement in the' project and should facilitate parents taking courses at the college by removing prohibitive barriers i.e. providing individual courses during daytime hours without requiring full matriculation in programs, providing scholarship aids etc.
3. The budget for the project should provide a larger allocation for tuition and stipends to enable parents to take courses taliored to their interests at other schools if necessary.
4. A more efficient method of delivering funds allocated to the project should be devised to provide money at the time it is needed and in sufficient amounts to carry out the project activities.
5. Fiscal and other arrangements should be completed before the project has begun in order to assure that it will be conducted

for the full period for which it is designed.

6. The project should be replicated in other community colleges as part of a community outreach function to take education to the people using this innovative and stimulating program design.

VI APPENDICIES

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

NEW YORK CITY

March 31, 1969

Characteristics of Families

The present 38 family sample is predominantly Negro, Protestant with a parent majority born outside of New York State. Over 58% of the families have a male parent in the home. In 45% of the households the father is employed. Only 4 mothers are employed (approximately 10%). In no cases are both parents employed. In 2 cases (over 5%) mothers are employed with P.A. supplements. 17 families 45% are fully supported by public assistance.

There are 48 Head Start children in the 38 family group. The parents range in age from 20-50 with an average age from infancy to 18 years.

The average family size is 5.9 with a range of 2 to 12 persons per family. The average number of children per family is 4.21 with a range of 1 to 9.

Five or approximately 13% of our families have had some college experience.

ETHNIC GROUP	38 FAMILIES
Negro	36
White	2
Latin	0
Other	0

RELIGIOUS AFFILIATION	
Protestant	30
Catholic	7
Islam	1

ORIGIN	
New York State	9
Other	29

FATHER IN HOME	
Yes	22
No	16

EMPLOYMENT OR INCOME	
Father	16
Army & P.A. Supp.	1
Mother	2
Emp. & Supp. P.A.	2
Both Parents	0
Public Assistance	17

AGE OF CHILDREN

AGE		NUMBER OF CHILDREN
to 3½		33
3½ to 5		50
6 to 12		59
13 to 15		13
16 and over		5
	Total	160

Total number of parents - 59
Mothers - 38
Fathers - 21

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

NEW YORK CITY

RESEARCH PLAN FOR THE BROOKLYN, URBAN CENTER FAMILY EDUCATION PROJECT

The design of the research for this project will be related to the specific goals of the project. It must, therefore, focus upon the changes in the parents both on an attitudinal level and on a functional level, and the changes in their children. Conceptually we assume that education is not limited to the classroom and that the family member is a conveyor of both knowledge and a sense of the value of education.

The goals we will relate ourselves to are 1) literacy 2) vocational skills 3) changes in the family situation which make the family more responsive to the educational and emotional needs of the child. We also anticipate that the child in the family will be exposed to more central stimuli and will have the opportunity to discuss these activities within the family setting.

TESTS

1. Since we are concerned with the whole family's motivation to seek continuing educational opportunity we will test the adults with an attitudinal measure at three stages. First the parents will be tested upon their entry into the project. They will be retested at the end of six months and again at the end of one year or at the point that they leave the project. To do this a 42 item structured closed ended instrument has been devised. It includes the following

dimensions:

1) The participant's perception of education and its value.
2) The availability of or access to education for the program participant.
3) The participant's concepts around child rearing.
4) The participant's perception of the dimensions of childhood education.

II. At the same three stages we will collect from the participant data on how he/she perceives what the program can do for him/her and what aspirations he/she has for the future. i.e. interview and questionnaire.

III. Since we are interested in the program's impact on the educational development of the young children we will utilize the Cooperative Preschool Inventory developed by the Educational Testing Service. This was specifically designed for the Head Start program to measure educational development of children. This test will be used for project children in Head Start during the early months of the program cycle and again at the end of the cycle to measure movement compared with a comparison group.

IV. In order to be able to design each parent's projected course program as well as evaluate their functioning in that program, selected tests included in the Differential Aptitude Test series will be administered to project students in regular Urban Center courses. Students in special courses set up by the project will be tested using appropriate instruments selected from among the following:

) Wide Range Achievement Test 2) Gates Reading Test 3) SRA Non-erban Exam 4) Wonderlic Test 5) Minnesota Clerical Test. These ests will be given at the time of enrollment with a re-test after ach course is completed as indicated.

THER SOURCES OF RESEARCH DATA

. Youth-In-Action Head Start records which include family data on he Head Start children and their parents.

I. Data gathered in initial project interviews with the families. his is supplemented by face sheet data to be used to create a emographic profile of the family. The face sheet data includes ll of the following: 1) name 2) sex of participant 3) marital tatus 4) age 5) date of birth 6) date of first contact 7) number f children 8) age of youngest child 9) age of oldest child 0) schooling 11) reading level 12) job level and skill 13) coments n situations effecting parents ability to participate in the program 4) ethnic group 15) religion 16) housing.

II. Anecdotal records of staff contacts with families designed to how areas of movement. Another aspect of the program which we hope o investigate relates to the misperceptions of our program families egarding their views of job availability and educational ossibilit .

In so far as we are able to correct or reinforce a families perception as to what the duties and needs of a particular job or course of study are, one would expect that the family would also see more clearly the educational requirements of their children's course of study and act to improve their performance in this area.

IV. Evaluations of participants will be made by our own program staff as well as by Urban Center teachers. These evaluations will include observation of both interest level shown and educational achievement.

V. A running record will be kept of all courses taken by the participant including the number os sessions attended and the level of performance in such courses through completion.

EVALUATION

ll records will be evaluated for trends and significant changes in chievement and aspirations. Also for an objective comparison, tests will be made using appropriate statistical measures of significant differences in group averages on all objective data. A Fisher "t" test (significant at a .05 level of confidence) or other appropriate measures will be employed to compare group differences. Follow-up will be made on families that leave the project. It is entirely ossible that exposure to the project changes the family's patterns nd levels of aspiration in ways that make it impossible for a family ember to remain in the project. A dropout from the program prior to ompletion may be related to sucessful interpretation of project goals. hus a summary evaluation will be made including job level before and fter, reasons for leaving and comparison of levels of aspiration shown.

OUTLINE OF RESEARCH CONT.	6 mo. later	1 year later
Level of shcool and job achievement		Re-evaluate
		Check school grades of
		school age children and
		compare to prior grades

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

OUTLINE OF RESEARCH

Stage 1	6 mo. later	1 year later
Demographic Data	Note any changes	Note any changes
Attitude Scale	Re-test	Re-test
Perception of Program	Re-evaluation	Final evaluation
Perception of Personal future & goals	Re-evaluation	Final evaluation
Staff Evaluation	Re-evaluation	Final evaluation
Cooperative Preschool Inventory		Final evaluation
	Teacher Evaluation	Teacher re-evaluation
Course work taken		
Test of Reading, comprehension, etc.	Re-test	Re-test
Assessment by Assistant Project Director	Reassessment	Reassessment
Family Activities	Current family activities	Current family activities

SUPPLEMENTARY EXPLANATION OF TESTING AND EVALUATION PROCEDURES

Tests

I & II QUESTIONAIRE FORM A

This attitudinal questionaire will be administered to project adults by the Research Director and other Project Staff in a meeting held at the time of their entry into the project. The same questionnaire will be administered to the parents by project staff after six months and after 12 months. The Research Director will evaluate each questionnaire utilizing a weighting system to assess parents' attitudes toward education, child rearing, their perception of the value of the project to them and their vocational and educational aspirations for the future. (See weighting values chart attached) A comparison of responses on the questionnaires administered at the various stages for each adult will reflect attitudinal and perceptual movement.

III COOPERATIVE PRE-SCHOOL INVENTORY

This test will be administ ered in the early stages of the project cycle by the Educational Assistants under the supervision of the Research Director or Counselor. A control sample similar in size to the group being tested will be selected from among Head Start children who are not in the project. The control group will be tested by their Head Start teachers who will be trained by the Research Director in administering the test. The testing will be administered at convenient locations i e. at the Urban Center, at Head Start Centers or at the Community College. Scoring of the test will be done by the Research Director. A re-test will be administered at the end of the cycle which will duplicate the test originally given as to test subjects, testers, and sites. The same control group or one at a similar stage in Head Start will be utilized. Evaluation of the results of this test by the Research Director will consist a comparison of group scores before and after as compared with the performance of the control group.

IV COURSE PLACEMENT TESTING

a. Differential Aptitude Test and California Reading Test

The DAT (sections used pertain to mechanical reasoning, numerical ability and clerical speed and accuracy) and the California Reading Test (vocabulary and reading comprehension) are administered by the counseling office to all Urban Center students at registration for placement in courses. These are also administered to project participants enrolling in regular Urban Center courses. Retest on the California Reading Test is made at the end of each semester to measure progress.

b. Wide Range Arithmetic Test (Math skills)
SRA Non-Verbal Exam (General intelligence)
Gates Reading Test (Reading)
Wonderlic Test (General attitude)
Minnesota Clerical Test (Clerical skills)

Appropriate tests selected from among the above tests will be administered by the Counselor at the time of enrollment to students assigned to courses specially designed for project participants i.e. the basic adult education course, the Licensed Practical Nurse

School preparation course and tutoring classes. Retest will be made by the Counselor at the end of the semester to measure progress.

B. Other Sources of Research Data - Evaluation by Instructors and Other project Staff

Evaluations of participants will be made by program staff as well as by Urban Center teachers. Evaluations will be based on professiona staff oberservations from direct contacts, formal and informal interviews, counselling sessions, class situations and anecdotal recordings of contacts made by Educational Assistants. These evaluations will include observation of interest level shown and educational achievement. A staff Evaluation Form B (see attached) has been prepared to record the evaluations by project staff at six months and one year intervals. A Teacher Evaluation Form C (see attached) will be used to record evaluations of participants by Urban Center and project teachers.

C Evaluation

Siblings in Families

A comparison of reading and math grades of siblings of the Head Start children in the project will be made as between the beginning and the end of the school year. Test scores will be secured from the schools by use of questionnaires and interviews with teachers and/or counselors. A simple comparison of appropriate group average scores will be made to determine whether there are any significant differences in the school performance of the siblings which may be attributed to the overall effect of their participation in the project. Teacher evaluation Forms D and E attached will be used in gathering information on school performance of the individual children.

D Follow up

Follow up research will be conducted on families who have completed their cycle in the program. This will consist of the following.

Parents In Families

Information will be gathered on the extent to which parents continue courses in schools or any changes in employment or upgrading in employment. A summary of this information will be presented with appropriate comments regarding any significant changes

The Assistant Project Director, Community Liaison, Counselor, and Educational Assistants will cooperate in the gathering of follow-up data. This data will be collected in visits to schools, homes, employers, and by use of the mails.

Head Start Children in Families

The proposal has suggested that work with the parents should have an effect upon the children in terms of their readiness for school and presumably their functioning in school As has already been indicated, we will be using a Pre-school Inventory to test the readiness for school of the children of parents in our program. These children will be compared with a group of Head Start children whose parents are not in our program. During the follow-up phase we will check the school records of both our children and the comparison group used in the Pre-school Inventory testing. This review will focus on the child's readiness for academic work as well as his/her functioning in the classroom situation.

LTI-CITY COMMUNITY COLLEGE
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470 VANDERBILT AVENUE
BROOKLYN, NEW YORK 11238

DATE:____________________

QUESTIONNAIRE FORM A

ME________________________________ ADDRESS________________________________

e following is a list of statements which people have about various subjects. For
ch statement circle whether you personnally, STRONGLY AGREE, AGREE SOMEWHAT, ARE
CERTAIN, DISAGREE SOMEWHAT OR STRONGLY DISAGREE WITH THE STATEMENT.

	STRONGLY AGREE	AGREE SOMEWHAT	UNCERTAIN	DISAGREE SOMEWHAT	STRONG DISAG
Only people with money can go to college.	SA	AS	UN	DS	SD
In this world it's not what you know but who you know.	SA	AS	UN	DS	SD
You can tell how much a person knows by the way he talks.	SA	AS	UN	DS	SD
Parents can't do much to make sure their children finish high school.	SA	AS	UN	DS	SD
If you are going to get ahead you have to give up some of the things you want.	SA	AS	UN	DS	SD
My child will finish college.	SA	AS	UN	DS	SD
When children are in school it is important to see to it that they do their homework.	SA	AS	UN	DS	SD
Parents should force their children to do their homework even if they have to hit them.	SA	AS	UN	DS	SD
Taking children to museums can help them do well in school.	SA	AS	UN	DS	SD
) Children have to be nagged if they are going to learn.	SA	AS	UN	DS	SD
) My child will finish high school	SA	AS	UN	DS	SD
) Children learn what they need in school and parents can't do much to help them	SA	AS	UN	DS	SD

8/2/68

	STRONGLY AGREE	AGREE SOMEWHAT	UNCERTAIN	DISAGREE SOMEWHAT	STRONGI DISAGRI
) The trouble with college is that you can't go because tuition costs too much.	SA	AS	UN	DS	SD
) Mother should get books from the library for their children.	SA	AS	UN	DS	SD
) If you expect children to listen to you, you have to be strict. Just talking to them is not enough.	SA	AS	UN	DS	SD
) What they teach you in school does not help in getting the jobs that are around.	SA	AS	UN	DS	SD
) The best way to get your child to not be afraid is to make him do things he is afraid of.	SA	AS	UN	DS	SD
). Taking a child to a park can help him learn.	SA	AS	UN	DS	SD
) Experience on a job is more important than how far you went in school.	SA	AS	UN	DS	SD
) Parents should make children do their homework.	SA	AS	UN	DS	SD
) Only rich kids can get a good education.	SA	AS	UN	DS	SD
) Mothers should take their children to museums at least twice a year.	SA	AS	UN	DS	SD
) My child can get any kind of job he wants if he gets a good education.	SA	AS	UN	DS	SD
) A parent should never give in to a child.	SA	AS	UN	DS	SD
) Children should obey their parents because they are parents.	SA	AS	UN	DS	SD
5) A parent should spend as much time as possible with his (or her) child.	SA	AS	UN	DS	SD
) Fear is the best way to control a child.	SA	AS	UN	DS	SD
8) Too many teachers do other work on the side.	SA	AS	UN	DS	SD

6/2/68

	STRONGLY AGREE	AGREE SOMEWHAT	UNCERTAIN	DISAGREE SOMEWHAT	STRONG DISAGR
) Most teachers don't care about the children they are teaching.	SA	AS	UN	DS	SD
) Most teachers do not understand their pupils	SA	AS	UN	DS	SD
) Teachers expect too much of the students.	SA	AS	UN	DS	SD
) Discipline in schools should be stricter.	SA	AS	UN	DS	SD
) Some students are just naturally stubborn.	SA	AS	UN	DS	SD
) Students should not be allowed to disagree with the teacher.	SA	AS	UN	DS	SD
) Education is no help in getting a job today.	SA	AS	UN	DS	SD
) Most young people are getting too much education.	SA	AS	UN	DS	SD
) School training is of little help in meeting the problems of real life.	SA	AS	UN	DS	SD
) Education is more valuable than most people think.	SA	AS	UN	DS	SD
) More money should be spent on education.	SA	AS	UN	DS	SD
) Parents expect too much from their children	SA	AS	UN	DS	SD
) Parents worry too much about the friends their children have.	SA	AS	UN	DS	SD
) The more homework a school gives the more a child will learn	SA	AS	UN	DS	SD

3) This program will help me to:

4) 10 or 15 years from now I expect to be doing (if working: what kind of job)

EVALUATION SHEET

In the space below please evaluate the Family Education Project. What aspects of the program did you consider valuable? Were there any invaluable aspects? What changes, if any, would you suggest for the next cycle? How has this experience (program) assisted or benefited you and your family?

LTI-CITY COMMUNITY COLLEGE
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STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

CODING FOR QUESTIONNAIRE FORM A

MILY NAME________________________ADDRESS________________________

I	II	III	IV	V	VI	TOTAL LINES I-VI	SCALE TOTAL
EM 1	ITEM 6	ITEM 11	ITEM 13	ITEM 21			
EM 2	ITEM 3	ITEM 5	ITEM 16	ITEM 19	ITEM 23		
EM 28	ITEM 29	ITEM 30	ITEM 31	ITEM 32	ITEM 35		
EM 36	ITEM 37	ITEM 38	ITEM 39				
EM 4	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 15		
EM 17	ITEM 22	ITEM 24	ITEM 25	ITEM 26	ITEM 27		
EM 33	ITEM 40	ITEM 41					
EM 12	ITEM 14	ITEM 18	ITEM 20	ITEM 34	ITEM 42		

2A

MULTI CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT
STATE UNIVERSITY OF NEW YORK

URBAN CENTER IN BROOKLYN
470 VANDERBILT AVENUE
BROOKLYN, NEW YORK 11238

QUESTIONNAIRE FORM A

VALUE ASSIGNED TO RESPONSES

QUESTION NO.	DIMENSION	STRONGLY AGREE	AGREE SOMEWHAT	UNCERTAIN	DISAGREE SOMEWHAT	STRONGLY DISAGREE
1	EA	1	2	3	4	5
2	E	1	2	3	4	5
3	E	2.5	2	1.5	1	.5
4	CR	1	2	3	4	5
5	E	5	4	3	2	1
6	EA	5	4	3	2	1
7	CR	5	4	3	2	1
8	CR	.5	1	1.5	2	2.5
9	CR	5	4	3	2	1
10	CR	1	2	3	4	5
11	EA	5	4	3	2	1
12	CE	1	2	3	4	5
13	EA	1	2	3	4	5
14	CE	5	4	3	2	1
15	CR	1	2	3	4	5
16	E	1	2	3	4	5
17	CR	1	2	3	4	5
18	CE	5	4	3	2	1
19	E	1	2	3	4	5
20	CE	5	4	3	2	1
21	EA	1	2	3	4	5

QUESTION NO.	DIMENSION	STRONGLY AGREE	AGREE SOMEWHAT	UNCERTAIN	DISAGREE SOMEWHAT	STRONGLY DISAGREE
22	CR	5	4	3	2	1
23	E	5	4	3	2	1
24	CR	1	2	3	4	5
25	CR	1	2	3	4	5
26	CR	5	4	3	2	1
27	CR	1	2	3	4	5
28	E	1	2	3	4	5
29	E	1	2	3	4	5
30	E	1	2	3	4	5
31	E	1	2	3	4	5
32	E	1	2	3	4	5
33	CR	1	2	3	4	5
34	CE	1	2	3	4	5
35	E	1	2	3	4	5
36	E	1	2	3	4	5
37	E	1	2	3	4	5
38	E	5	4	3	2	1
39	E	5	4	3	2	1
40	CR	1	2	3	4	5
41	CR	5	4	3	2	1
42	CE	1	2	3	4	5

SYMBOL	DIMENSION
EA	Educational Access
E	Educational Perception and Value
CR	Child Rearing (Parental Control)
CE	Child's Education

MULTI-CITY COMMUNITY COLLEGE E
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

QUESTIONNAIRE A - FIRST TEST

Distribution of Mean Values of Responses in Each Area

	EDUCATION AVAILABILITY	VALUE OF EDUCATION	CHILD REARING	CHILD EDUCATION	TOTAL
5.00	1	0	0	0	0
4.75-4.99	1	0	0	2	0
4.50-4.74	4	0	0	6	0
4.25-4.49	1	1	0	4	1
4.00-4.24	12	3	0	11	2
3.75-3.99	6	4	5	6	9
3.50-3.74	4	9	10	9	15
3.25-3.49	6	11	13	3	11
3.00-3.24	8	9	8	2	5
2.75-2.99	0	4	3	1	1
2.50-2.74	0	1	5	0	0
2.25-2.49	1	2	1	0	1
2.00-2.24	0	0	0	1	0
1.75-1.99	0	1	0	0	0
	45	45	45	45	45

MULTI CITY COMMUNITY COLLEGE
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STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

QUESTIONNAIRE A I (CORRECTED TOTALS)

DISTRIBUTION OF MEAN VALUES OF RESPONSES

	EDUCATION AVAILABILITY	VALUE OF EDUCATION	CHILD REARING	CHILD EDUCATION	TOTAL
5.00	1	0	0	0	0
4.76-4.99	1	0	0	2	0
4.50-4.74	4	0	0	6	0
4.25-4.49	2	1	0	4	0
4.00-4.24	12	3	0	11	1
3.75-3.99	6	4	5	6	7
3.50-3.74	4	9	10	9	11
3.25-3.49	6	11	13	3	16
3.00-3.24	8	9	8	2	6
2.75-2.99	0	4	2	1	3
2.50-2.74	0	1	6	0	0
2.25-2.49	1	2	1	0	1
2.00-2.24	0	0	0	1	0
1.75-1.99	0	1	0	0	0

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

QUESTIONNAIRE A - FIRST TEST

Frequencies of Responses to Statements by Adult Project Participants

Education Availability

Item #	Values							
	5	1	1.5	2	2.5	3	4	5
1		1		8		3	13	20
6		2		9		29	6	8
11		0		9		19	3	23
13		10		5		9	11	10
21		2		4		0	11	28
	Value of Education							
2		7		12		2	14	10
3	11	7	8	13	6			
5		1		5		3	11	25
16		6		9		3	12	12
19		11		7		6	10	11
23		0		7		6	9	23
28		3		6		24	7	5
29		5		18		4	14	4
30		7		16		8	13	1
31		1		10		10	15	9
32		25		14		1	3	2
35		6		2		0	3	34
36		1		0		2	6	36
37		4		7		5	8	21
38		0		0		0	4	41
39		1		1		4	7	32

CHILD REARING

ITEM #	5	1	1.5	2	2.5	3	4	5
4		7		2		8	10	18
7							1	42
8	13	16	1	5	10			
9		1		1		4	14	25
10		7		6		3	12	17
15		19		15		1	7	3
17		1		5		5	11	23
22		2		2		4	16	21
24		9		13		4	13	6
25		30		11		0	3	1
26		0		0		1	4	40
27		3		3		1	9	29
33		13		21		5	5	1
40		1		11		6	18	9
41		8		10		2	16	9

CHILD EDUCATION

12		3		3		1	10	27
14		1		2		0	8	34
18		2		3		4	16	20
20		1		1		1	6	36
34		3		9		5	17	11
42		12		13		3	12	4

QUESTION 43

This Program will help me in

10	1)	Job Achievement
5	2)	Educational Achievement (H.S. & below)
5	3)	" " (College or Prof. school)
3	4)	Self Understanding
2	5)	Help my children with their education
4	6)	Other (generalities or specific courses)
6	7)	1 & 2 or 1 & 3
4	8)	2 & 5 or 3 & 5
3	9)	1 & 5
1	10)	4 & 5
2	11)	No answer

N=45

QUESTION 44

In 10-15 years I except to be working at

11	Nursery or hospital work
10	Office Work
5	Educational or social work
5	Business or other Professional
1	1 or another of above
3	1 of above or other (not listed)
4	Other
3	No answer
2	Uncertain
	Not working
1	Watching children come out of college

N=45

INTERPRETIVE MEMO

RESEARCH ANALYSIS OF QUESTIONNAIRE FORM A

Most parents in the group felt that a college education is available to both persons with money and to those without money. 86% felt that poor as well as rich kids can get a good education, but there is lesser agreement that money does not effect whether or not you go to college (15 out of 45 feel that the trouble with college is that you can't go because tuition costs too much while 21 disagree). Further despite their positive statements about the availability of education, the parent group has some doubt about their ability to affect whether their children will finish college (14 feel they will, 29 are uncertain, and 2 feel they will not). Similiarly while 26 feel their children will finish high school, 19 are uncertain. When asked directly if they could make sure their children finished high school 28 felt they could, 8 were uncertain and 9 felt they could not.

These views may represent a questioning on the part of the parent group of the value of education or an indication of their feeling unable to affect their children's education in the high school years. 24 parents felt that school helped prepare their children for available jobs. 6 were uncertain and 15 felt that "what is taught in school does not help in getting the jobs that are around". Further18 felt that experience on a job is more important than how far you go in school, 6 were uncertain and 21 parents disagreed with this view. Similarly 19 parents felt that in this world it's not what you know but who you know, while 24 disagree with that view and 2 are uncertain. The views expressed by the parents may, on the other hand represent their past experiences and be in the process of change. Evidence for this view may be found in the fact that 32 parents feel that their child "can get any kind of job he wants if he gets a good education". 6 remain uncertain and only 7 disagree with the statement. Furthermore, 37 feel that education can help in getting a job today while only 8 feel it is of no help. Thus one focus of the Family Education Project is to reinforce these parents' views and help them thru developing themselves educationally, become even more aware of the part that they can play in their children's educational processes. Certainly while 39 out of the 45 parents felt that more money should be spent on education, they tended to see their views of education as different from the generally held views. 41 out of 45 parents strongly agreed with the statement that education is more valuable than most people think. The remaining four also agreed, only to a lesser extent. These parents seem further to feel that to get ahead, they will have to give up some of the things they want (36 agree, 6 disagree, and 3 are uncertain).

Again though there is an indication that for some parents the world of education is linked to employment but divorced from other areas. 11 felt that school training is of little help in meeting the problems of "real life". Another 5 were uncertain as to its value. Thus another task of the project is defined in terms of the need to help parents see the value of education to everyday life.

Part of the relating of real life to education is an awareness of the value of exposing ones children to a broad range of stimuli. Our parent group has articulated an awareness of this. 39 felt that taking children to museums could help children do well in school, 4 were uncertain, and 2 disagreed. Thus 36 also feel taking a child to the park will help and 42 state that a mother should get books from the library for their children. In a summary question 37 parents saw the parents as important in helping their children learn what they need in school, 2 were uncertain and 6 did not feel parents can help their children learn in school.

In view of this constellation the question then arises how do parents see the parent child relationship and particularly discipline. As one might anticipate most parents tended to see their relationship to their child in structured disciplinary terms. 41 felt that their children should obey them because they are the parents. 22 felt a parent should never give in to a child (4 were uncertain and 19 disagreed). Similarly 34 agreed that "if you expect your children to listen to you, you have to be strict." Just talking to them is not enough (1 was uncertain and 10 disagreed) and 39 felt discipline in the schools should be more strict. However, despite the parents more rigid views 28 did feel that children should be permitted to disagree with their teachers (12 disagreed and 5 were uncertain). Needless to say this is an interesting contrast with their feeling that a child should obey parents because they are parents thus implying that the same permission to disagree does not exist at home. For example 45 feel it is important to see that their children do their homework. 29 of the 45 said, however, that they should be made to do their homework even if they have to hit them. Though this may be a function of a common parent view that the amount of homework is directly proportional to what a child learns (26 agree with this, 3 are uncertain and only 16 disagree.)

It is worthly of consideration that many of these parents have a nevative evaluation of teachers. 9 parents felt that too many teachers do other work on the side. Another 24 were unsure (we feel that often being "unsure is a negative comment) and only 12 disagreed. This negative evaluation is found in all questions relating to teachers. It is least evident in a question which asks if teachers expect too much of students. Here 11 agree, 10 are uncertain and 24 disagree. This finding may possibly be a function of the parents high discipline rating commented on above. 23 parents feel that most teachers do not understand their pupils. 8 are uncertain and only 14 disagree. Even more negative is the fact that 23 parents feel that "most teachers don't care about the children they are teaching." 18 disagree with this statement and 4 are uncertain. Thus another goal of the Family Education Project is to help the parents better understand the problems faced by the teachers and currently to counteract the possible effects of the school strike which took place in New York City. We feel that one of the goals should be to help these parents relate more actively to the teachers; and it is hoped that the learning process in which the parents are engaged will serve this end.

(signed) MICHAEL PHILLIPS
RESEARCHER

QUESTIONNAIRE A (II)

Frequencies of Responses to Statements by Adult Participation

ITEM # EDUCATIONAL AVAILABILITY N=39

ITEM #	.5	1	1.5	2	2.5	3	4	5
1		2		4		1	12	20
6		1		0		25	6	7
11		0		0		16	4	19
13		5		11		2	12	9
21		0		1		0	12	26

VALUE OF EDUCATION

ITEM #	.5	1	1.5	2	2.5	3	4	5
2		8		16		2	6	7
3	5	11	4	15	4			
5		1		6		2	15	15
16		3		12		1	10	13
19		6		11		8	7	7
23		0		10		3	11	15
28		6		11		15	6	1
29		4		18		3	18	6
30		4		23		5	6	1
31		2		8		1	9	9
32		22		9		4	3	1
35		3		2		0	5	29
36		0		0		0	4	35
37		2		1		6	13	17
38		0		0		1	1	1
39		0		1		3	2	33

CHILD REARING

ITEM #	.5	1	1.5	2	2.5	3	4	5
4		2		4		1	12	20
7		1		0		0	0	38
8	7	13	3	7	9			
9		0		0		1	17	21
10		5		11		1	13	9
15		13		13		2	9	2
17		3		5		7	7	17
22		0		0		2	14	23
24		5		11		5	15	3
25		20		11		1	4	3
26		0		0		0	3	36
27		1		3		2	6	27
33		12		21		1	3	2
40		1		14		2	13	9
41		5		11		4	12	7

ITEM # CHILD REARING N=39

	.5	1	1.5	2	2.5	3	4	5
12		1		2		2	6	28
14		1		0		0	7	31
18		2		2		0	17	18
20		0		0		0	3	36
34		2		7		3	10	17
42		14		9		3	10	3

MULTI CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

QUESTIONNAIRE A (SECOND TEST)
DISTRIBUTION OF MEAN VALUES

	EDUCATION AVAILABILITY	VALUE OF EDUCATION	CHILD REARING	CHILD EDUCATION	TOTAL
5.00	2	0	0	1	0
4.75-4.99	1	0	0	4	0
4.50-4.74	5	0	1	7	0
4.25-4.49	0	0	0	2	0
4.00-4.24	14	0	1	10	1
3.75-3.99	4	4	5	2	8
3.50-3.74	6	5	7	12	11
3.25-3.49	1	10	8	0	10
3.00-3.24	2	14	8	1	7
2.75-2.99	2	3	6	0	1
2.50-2.74	0	3	3	0	1
2.25-2.49	1	0	0	0	0
2.00-2.24	1	0	0	0	0
1.75-1.99	0	0	0	0	0
	39	39	39	39	39

QUESTION 43

"THIS PROGRAM WILL HELP ME IN"

QUWARION I	QUESTION II	
10	8	1. Job Achievement
5	5	2. Educational Achievement (HS & Below)
5	1	3. Educational Achievement (College or Prof.)
3	1	4. Self Understanding
2	2	5. Help Children with their Education
4	4	6. Other (Generalities or specific courses)
6	4	7. 1 & 2 or 1 & 3
4	2	8. 2 & 5 or 3 & 5
3	3	9. 1 & 5
1	1	10. 4 & 5
2	8	11. No answer
N=45	N=39	

MULTI CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

QUESTION 44

"IN 10-15 YEARS I EXPECT TO BE WORKING AT"

QUESTION I	QUESTION II	
11	9	1. Nursing or Hospital work
10	6	2. Office Work
5	1	3. Educational or Social Work
5	4	4. Business or other Profession
1	1	5. 1 or another of above
3	1	6. 1 of above + other (not listed)
5	3	7. Other
2	3	8. Uncertain
3	11	9. No answer
N=45	N=39	

MULTI CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

QUESTIONNAIRE A (THIRD TEST)

Frequencies of Responses to Statements by Adult Participants

ITEM # EDUCATIONAL AVAILABILITY N=45 cases

	.5	1	1.5	2	2.5	3	4	5
1		1		4		2	15	20
6		1		3		25	7	6
11		0		1		14	13	14
13		4		12		4	6	16
21		2		4		1	13	22

VALUE OF EDUCATION

2		4		21		2	11	4
3	10	15	2	11	4			
5		0		4		0	15	23
16		3		10		3	14	12
19		2		17		5	10	8
23		0		7		2	12	21
28		9		11		8	11	3
29		5		17		3	13	4
30		5		21		3	13	0
31		1		13		5	15	8
32		20		18		0	1	3
35		3		4		1	4	30
36		0		1		1	5	35
37		1		3		1	16	21
38		0		0		0	2	40
39		0		0		0	7	35

CHILD REARING

4		3		5		4	14	16
7							2	40
8	8	17	4	10	3			
9		0		0		0	18	24
10		5		13		2	7	15
15		9		20		2	10	1
17		0		8		6	15	13
22		0		2		1	12	27
24		6		14		3	16	3
25		25		11		1	5	0
26		0		0		1	3	38
27		1		8		3	9	21
33		15		17		3	5	2
40		1		19		4	11	7
41		2		12		4	20	4

CHILDRENS EDUCATION

ITEM #	5	1	1.5	2	2.5	3	4	5
2		2		2		5	9	24
4		0		3		1	19	19
8		0		0		1	24	17
20		0		0		1	5	36
34		1		6		6	21	8
42		9		17		1	13	2

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

April 7, 1969

Preschool Inventory Scores

The following tables present the test scores of all of the Head Start children tested in relation to the Family Education Project. The total number is 141 children.

The first table presents the distribution of total scores according to percentiles for the lower class group. For further explanation of percentile scores please see Pre-School Inventory directions for Administering and Scoring and Technical Report.

The following tables show the distributions of scores for the four subtests.

As it can be noted by an examination of the distributions, this group of children did considerably better than the group norms on which the percentiles are based.

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

PRESCHOOL INVENTORY - FIRST TEST

CRITERIA USED FOR SELECTION OF CONTROL SAMPLE

A control sample of 37 Head Start children was chosen from among the 104 children who were tested along with the Project children.

The control sample was matched as closely as possible to the project sample in terms of age and sex and total score on the test. We were able to match the mean raw score exactly. The only exception made in the matching was in substituting a boy for a girl in the 3 yr 1 mo. to 3 yr. 6 mo. category because of the small number of children available in this category.

TOTALS

N=141

PERCANTILE	FREQUENCY	PERCENTAGE DISTRIBUTION	CUM. PERCENTAGE DISTRIBUTION
95	20	14.18	14.18
90	13	9.22	23.40
85	9	6.38	29.78
80	11	7.80	37.58
75	14	9.93	47.51
70	6	4.26	51.77
65	9	6.38	58.15
60	10	7.09	65.24
55	10	7.09	72.33
50	5	3.55	75.88
45	9	6.38	82.26
40	2	1.42	83.68
35	5	3.55	87.23
30	5	3.55	90.78
25	0	0	90.78
20	2	1.42	92.20
15	2	1.42	93.62
10	2	1.42	95.04
5	3	2.13	97.17
0	4	2.84	100.00

(A) PERSONAL - SOCIAL RESERNSIVENESS

PERCENTILE	FREQUENCY	PERCENTAGE DISTRIBUTION	CUM. PERCENTAGE DISTRIBUTION
95	52	36.88	36.88
90	9	6.38	43.26
85	4	2.84	46.10
80	2	1.42	47.52
75	14	9.93	57.45
70	12	8.51	65.96
65	8	5.67	71.63
60	11	7.80	79.43
55	0	0	79.43
50	6	4.26	83.69
45	4	2.84	86.53
40	3	2.13	88.64
35	3	2.13	90.79
30	1	0.7	91.49
25	4	2.84	94.33
20	1	0.7	95.03
15	1	0.7	95.73
10	0	0	95.73
5	4	2.84	98.57
0	2	1.42	99.99

B ASSOCIATIVE VOCABULARY

PERCENTILE	FREQUENCY	PERCENTAGE DISTRIBUTION	CUM. PERCENTAGE DISTRIBUTION
95	44	31.20	31.20
90	9	6.38	37.58
85	15	10.64	48.22
80	16	11.35	59.57
75	6	4.26	63.83
70	13	9.22	73.05
65	1	0.07	73.75
60	1	0.07	74.45
55	3	2.13	76.58
50	9	6.38	82.96
45	0		82.96
40	7	4.96	87.92
35	0		87.92
30	4	2.84	90.76
25	0		90.76
20	3	2.13	92.89
15	5	3.55	96.44
10	0		96.44
5	3	2.13	98.57
0	2	1.42	99.99

C, CONCEPT ACTIVATION-NUMERICAL

PERCENTILE	FREQUENCY	PERCENTAGE DISTRIBUTION	CUM. PERCENTAGE DISTRIBUTION
95	11	7.80	7.80
90	18	12.76	20.56
85	1	0.07	21.26
80	21	14.89	36.15
75	7	4.96	41.11
70	8	5.67	46.78
65	8	5.67	52.45
60	10	7.09	59.54
55	13	9.22	68.76
50	0		68.76
45	11	7.80	76.56
40	9	6.38	82.94
35	4	2.84	85.78
30	0		85.78
25	3	2.13	87.91
20	2	1.42	89.33
15	5	3.55	92.88
10	4	2.84	95.72
5	2	1.42	97.14
0	4	2.84	99.98

C_2 CONCEPT ACTIVATION-SENSORY

PERCENTILE	FREQUENCY	PERCENTAGE DISTRIBUTION	CUM. FREQUENCY
95	12	8.51	8.51
90	9	6.38	14.89
85	5	3.55	18.44
80	9	6.38	24.82
75	0	0	24.82
70	10	7.09	31.91
65	14	9.93	41.84
60	15	10.64	52.48
55	12	8.51	60.99
50	1	0.07	61.69
45	6	4.26	65.95
40	12	8.51	74.46
35	9	6.38	80.84
30	4	2.84	83.68
25	5	3.55	87.23
20	1	0.07	87.93
15	7	4.96	92.89
10	1	0.07	93.59
5	4	2.84	96.43
0	5	3.55	100.00

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

PRE-SCHOOL INVENTORY

TEST SCORES

FIRST TEST

A. Personal - Social Responses		Project	Control Sample
	Mean	17.54	18.24
	Median	19	18
	Mode	20	18, 20, 22
B. Associative Vocabulary			
	Mean	9.35	9.84
	Median	11	11
	Mode	14	11
C1. Concept Activation - Numberical			
	Mean	8.08	7.22
	Median	8	8
	Mode	8	8
C2 Concept Activation - Sensory			
	Mean	10.92	10.59
	Median	12	12
	Mode	12	12
Total			
	Mean	45.89	45.89
	Median	52	50
	Mode	52, 53, 58	52

January 1969

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT
STATE UNIVERSITY OF NEW YORK

URBAN CENTER IN BROOKLYN
470 VANDERBILT AVENUE
BROOKLYN, NEW YORK 11238

STAFF EVALUATION-FORM B

Participant's name______________________________Date_____________

Evaluator______________________________Title_____________________

What is the interest level of this participant?

Why does he/she wish to be in the project?

What problems has she had/does she have in being able to participate (continue to participate) in the project?

Have you noticed any change in participant's dress or behavior since entering the project?

Has participant expressed any worries about how he/she is doing in her course work? If participant has, what did he/she say?

Is participant currently using newly acquired skills? (If so, state how.)

MULTI CITY COMMUNITY COLLEGE
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STATE UNIVERSITY OF NEW YORK

URBAN CENTER IN BROOKLYN
470 VANDERBILT AVENUE
BROOKLYN, NEW YORK 11238

TEACHER EVALUATION-FORM C

School____Date____________________

Course____

Student's name___________________________Teacher's name______________

What is/was student's interest level?

Was he/she able to handle the work?

Was he/she conscientious in doing his/her work?

What academic deficiencies, if any, did you note?

Did he/she complete the course successfully? (If not please state why not)

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BROOKLYN, NEW YORK 11238

TEACHER EVALUATION FORM-D

School______________________________Date__________

Student's name____________________Age________Class________

Please use the general class level when judging where to place the particular student in the following areas.

1. Is this student's interest level below average__________, average__________, above average __________________?

2. Is this student's performance level below average________, average______________,above average______________?

3. What if any outstanding academic abilities does this child show?

4. What if any outstanding academic deficiencies have you noted?

5. Most recent reading score______________Date__________

   Most recent math score________________Date__________

6. Comments

Teacher's name__________________________

Counselor's name________________________

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FOLLOW-UP TEACHER EVALUATION FORM E

School____________________________________ Date____________

Student's name________________________ Age________ Class________

Please use the general class level when judging where to place the particular student in the following areas.

1. In the current term has the performance level of this student improved less than other children____________, the same as other children____________,more than other children____________?

2. In the current term has the interest level of this student improved less than other children____________, the same as other children____________,more than other children________________?

3. What if any outstanding academic abilities does this child show?

4. What if any outstanding academic deficiencies have you noted?

5. Most recent reading score__________________ Date______________

   Most recent math score____________________ Date________________

6. Comments

Teacher's name______________________________

Counselor's name____________________________

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

BASIC ADULT EDUCATION CLASSES

INDIVIDUAL EDUCATION PLAN

SEMESTER______________________ TEACHER______________________

NAME____

COURSE________________________ CLASS________________________

EDUCATIONAL ACHIEVEMENT LEVEL (i.e. completed 6th grade etc.)

____

	BEGIN CYCLE	END CYCLE
READING SCORE	__________	__________
MATH SCORE	__________	__________

OBJECTIVE IN B.A.E. CLASS:

PROGRESS NOTES:

OTHER COURSES:

EVALUATION SHEET

In the space below please evaluate the Family Education Project. What aspects of the program did you consider valuable? Were there any invaluable aspects? What changes, if any, would you suggest for the next cycle? How has this experience (program) assisted or benefited you and your family?

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

NEW YORK CITY

April 1, 1969

Curriculum Design - Adult Basic Education Course

The following describes a curriculum design for classes in basic adult education for participants in the Family Education Project.

OVERVIEW

According to most rule books before one describes a program one must first describe its population. We have found it necessary to describe our population from two viewpoints; first from the point of attitudes and needs, and second statistically.

Our population has either failed in or rejected education when it was presented to them in the past. This same population also has family responsibilities of a personal and financial nature and often anticipates failure.

Adult basic education classes are currently planned for twenty-four dults. Everyone in the program was tested in both reading and math. ndividual test scores were so widly distributed that averages were worth- ess and ranges were used instead. i.e.

Reading - high of 12.4 to basic illiteracy
Math - high of 8.5 to basic illiteracy
(for test breakdown see table I)

OURSE OBJECTIVES:

One goal in our program is a change in attitude toward education. he approach being used is simple: small classes, individualized atten- ion, complete flexibility. In the classroom we deal with academic aterial and the problems of learning. When we find an approach to learn- ng isn't working we discard it and through working with our students dentify a more successful approach.

To facilitate achievement of academic aims, class size has been re- uced and classes are divided into 3 groups i.e. high school equiva- ency exam preparation, basic education and literacy. (See tables II nd III)

Literacy: Here we are aiming for a reading level of 4.0. To accomplish this we emphasize reading skills. The goal is practical, functional literacy, an ability to comprehend all the printed matter received, to deal with merchants, to read the daily paper, to recognize and take advantage of sales, do comparison shopping and to be able to function successfully in the community.

Basic Education: We are dealing with a group of students with test scores in reading of 5.0 to 8.0. Accordingly we are attempting to improve skills in reading, math and English usage so that participants can begin preparation for the high school equivalency (GED Diploma) or licensed practical nursing exam, telephone company exam etc.

G.E.D. and Nursing Program: All participants have reading scores above 8.0. Everyone in this group has voiced a desire to take either the general equivalency diploma test or the exam for admission to an LPN program.

Another underlying goal is to help the parents to help their children learn. Parents may bring subject matter to class that they want explained or discussed by the class. This subject matter could include their children's homework, current events or information secured in field trips.

MATERIALS:

In selecting our materials we tried to keep in mind the wide range in abilities and interests. We also tried to provide enough variety in order to avoid boredom. One difficult problem was that of getting material that was sufficiently basic in content yet appropriate for adults. Often this is impossible so a great deal of mimeographed material is used as a supplement to the following material.

FOR LITERACY CLASSES

1. Behavior Research Laboratory - This source provides a programmed reading series (Vol 1-20) with supplementary readers. Programmed introduction to reading, stressing phonics and reinforcing sequential development of reading skills.

2. Follette Company SYSTEMS FOR SUCCESS
A two vol. complete literacy series developing reading, writing and basic math.

3. Grolier Company READING ATTAINMENT SYSTEMS
This kit develops word attack skills, vocabulary, and comprehension. Graded from 2.0 to 4.5.

FOR BASIC EDUCATION CLASSES AND PREPARATION FOR HIGH SCHOOL GED EXAM

1. Science Research Association - READING LABORATORIES 2A (Applies also to literacy program) This kit sequentially develops vocabulary, word attack, and comprehension skills.

2. MATH SKILL BUILDERS, BLUE BOOK OF ARITHMETIC, BLUE BOOK OF BUSINESS MATH - Review books in mathematics covering the range from basic arithmetic through basic algebra. These sources are used in both basic education and GED preparation.

3. EVERY READER SERIES - Webster Publishing Company
   Adapted Classics - Scott-Forsmen Publisher
   Falcon Books - Noble & Noble

4. A small library has been selected to meet individual interest and reading levels. In addition to the above a variety of books have been acquired to fit individual interests and reading levels. These are appropriate for use in both GED and basic education for an individualized reading program.

5. Science Research Association - READING FOR UNDERSTANDING This kit is used in both GED and Basic Education to improve reading comprehension.

6. Portal Press - READING KIT I & NEGRO HISTORY I These kits are used in both GED and BASIC EDUCATION for development of vocabulary and reading comprehension skills.

7. Job Corps - ADVANCED GENERAL EDUCATION PROGRAM - This is a programmed series specifically designed to prepare students for the GED exam.

All students have been supplied with a dictionary and a thesaurus. All GED students have Arco High School Equivalency Diploma Tests books, Vol. I primary level, Vol. II secondary level. We have found that the Arco material is inappropriate for use with our classes because the level of difficulty is beyond that of the general level of our adult group returning to school after being away many years. Also, participants find these materials unmotivating and unimaginative in approach. We have found that the variety of materials outlined above works best with our participants.

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

SCHEDULE OF CLASSES - APRIL 1, 1969 THROUGH JUNE 30, 1969

TABLE II

L. Burrows
S. Harris
M. Simmons
H. Smith
G. Harris
E. McCullough
D. Edwards
S. Faison
H. Napoleon
K. Coleman
J. Mitchell

Mon, Wednesday, Friday
9:30 - 11:30 Room 1006
12:00 - 1:00 Room 1005

Tuesdays, Thursdays
9:30 - 11:30 Room 1005
12:00 - 1:00 Room 1006

W. Coleman
C. Gooden
E. Welcome
W. M. Dukes
J. Morrell
T. Livingston
M. McCrakin
D. Bullock
M. Dukes
E. De Walt
J. Dukes

Monday, Wednesday, Friday
9:30 - 11:30 Room 1005
12:00 - 1:00 Room 1006

Tuesday, Thursday
9:30 - 11:30 Room 1006
12:00 - 1:00 Room 1005

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

SCHEDULE OF CLASSES - DECEMBER 10, 1968 - MARCH 30, 1969

TABLE III

Literacy	Monday - Friday 9:00 - 10:00
Basic Education	Monday - Friday 10:00 - 11:30
High School G.E.D.	11:35 - 1:00

MULTI CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

PARTICIPANT ENROLLMENT IN COURSES - SEPTEMBER 1968

I. URBAN CENTER COURSES

NAME	PROGRAM	COURSES
Mildred Singleton	Office Skills	Business Reading Imp. Business English Business Machines Business Math Office Practice Typing - Manual
Sallie Porter	College Adapter I	Study Skills English Math
Joan Mitchell	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing Business Math
Barbara Henderson	Office Skills	Reading Improvement Business Machines Business Math Office Practice Manual Typing Business English
Verna Hall	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing Business Math
Margie McCracken	Office Skills	Business Reading Imp. Business English Business Machines Business Math Typing - Manual
Louise Burrow	Office Skills	Reading Improvement Business English Business Machines Office Practices Typing Business Math
Sheryl Faison	Office Skills	English Office Practices Typing

NAME	PROGRAM	COURSES
Christine Churchill	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing Business Math
Katherine Dawson	Office Skills	Reading Improvement Business Machines Office Practice Business English Manual Typing Business Math
Willie Mae Dukes	Office Skills	Business Reading Imp Business English Business Machines Business Math Typing
Fredrena Bullock	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing Business Math
Betty Lyons	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing
Sheila Harris	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing
Geneva Harris	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing
Pearline Ridley	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing

NAME	PROGRAM	COURSES
Verna Hall	Office Skills	Reading Improvement Business English Business Machines Office Practice Typing
Henry Smith	BMR	Machine Repair Business Language Business Math Machines Laboratory

Total in Urban Center Courses - 18

PARTICIPANT ENROLLMENT IN COURSES

September 1968

II. Project Basic Adult Education Course

Preparation for Examination in Licensed Practical Nursing

NAME

Helen Napoleon
William Napoleon
Cecilia Gooden
Eva De Walt
Elizabeth Keene
Sherryl Faison
Janette Morrell

Preparation for High School Equivalency Examination

NAME

Katie Coleman
Suzie Fuller
Thelma Livingston
Geneva Harris
Eva McCullough
Delphine Edwards
Ester Welcome
Sherryl Faison

Total in Basic Adult Education Courses - 14

III. NEW YORK CITY COMMUNITY COLLEGE

NAME	PROGRAM	COURSES
Fred Harris	Mechanical Technology	Independent Processes
Emma Spencer	Child Care	Elements of Sociology
Evelyn Crockett	Child Care	Elements of Sociology
Amy Alexander	College Adapter	Intermediate Spanish Plane Geometry

Total in Community College Courses - 4

IV. OTHER SCHOOLS

East New York Vocational High School

Wilma Turner	Clothing Construction	Dressmaking

Total in courses at other schools - 1

MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

PARTICIPANT ENROLLMENT IN COURSES - SPRING 1969

I. URBAN CENTER COURSES

NAME	PROGRAM	COURSES
Bullock, Fredrena	Office Skills	Typing I Bookkeeping Business Reading
Burrow, Louise	Secretarial Science	Bookkeeping Steno (Gregg) Transcribing Typing (advance) Adult Basic Education
Churchill, Christine	Office Skills	Typing I Business Reading Math
Dawson, Katherine	College Adapter	English Business Reading Study Skills
Dukes, Martha	Office Skills	Typing Bookkeeping
Dukes, Willie Mae	Office Skills	Typing I Basic Adult Education
Faison, Sherryl	Office Skills	English Study Skills Adult Basic Education
Harris, Geneva	Office Skills	English Study Skills Adult Basic Education
Harris, Sheila	Office Skills	Bookkeeping Typing II Adult Basic Education
Henderson, Barbara	College Adapter	Bookkeeping English Study Skills Typing
McCrackin, Margie	Office Skills	Typing I Business Reading Basic Adult Education

NAME	PROGRAM	COURSE
Mitchell, Joan	Secretarial Science	Bookkeeping Business Machines Steno (Gregg) Transcription Advanced Typing Adult Basic Education
Porter, Sallie	College Adapter	English Math Social Studies
Ridley, Pearline	Office Skills	Business English Bookkeeping Reading Improvement Typing II Data Processing - (Community College)
Singleton, Mildred	Office Skills	Typing I Business Reading
Smith, Henry	Business Machines Repair	Business Machines Repair Laboratory Adult Basic Education
Alexander, Amy	College Adapter	Intermediate Spanish II English Composition I (classes held at Community College)
Hall, Verna	College Adapter	Introduction to Data Processing Elementary Algebra (classes held at Community College)
Porter, Sallie	College Adapter	Introduction to Data Processing Elementary Algebra (classes for these courses are held at Community College)
Wilson, Margaret	Office Skills	Typing English
White, Leonia	IBM Basic Adult Education	Key Punch

Total in Urban Center Courses - 21

PARTICIPANT ENROLLMENT IN COURSES - SPRING 1969

II. Project Basic Adult Education Courses

Basic Education I - (Literacy)

1. Dewalt, Eva
2. Dukes, James
3. Dukes, Matthew
4. Keene, Elizabeth

Basic Education II (General Education)

1. Brown, Pauline
2. Bullock, Debra
3. Coleman, Washington
4. Dukes, Willie Mae
5. De Walt, Eva (attends sessions I & II)
6. Gooden, Cecilia
7. Livingston, Thelma
8. McCrackin, Margie
9. Morrell, Jeanette
10. White, Leonia

Basic Education III (High School Equivalency & Licensed Practical Nurse Preparation, Plus General Education)

1. Brown, Pauline (attends sessions II & III)
2. Bullock, Debra (attends sessions II & III)
3. Burrow, Louise
4. Coleman, Katie
5. Edwards, Delphine
6. Faison, Sherryl
7. Harris, Geneva
8. Harris, Sheila
9. McCullough, Eva
10. Mitchell, Joan
11. Napoleon, Helen
12. Simmons, Margaret
13. Smith, Henry
14. White, Leonia (attends sessions II & III)

Total number in 3 sections combined - 24

PARTICIPANT ENROLLMENT IN COURSES - SPRING 1969

III. COMMUNITY COLLEGE COURSES

NAME	PROGRAM	COURSES
Crockett, Evelyn	Child Care	1. Biology II 2. English Composition II 3. Early Childhood Ed. II 4. Curriculum and Program Planning for Young Children 5. Physical Education III 6. Urban Sociology 7. Developmental Psychology II
Harris, Fred	Mechanical Technology	1. Plane Geometry 2. English Composition I 3. Engineering Drawing I
Goldring, Margaret	Liberal Arts (preparing for Licensed Practical Nursing)	1. Principles of Chemistry and Biology
Spencer, Emma	Child Care	1. Biology II 2. English Composition II 3. Early Childhood Ed. II 4. Curriculum and Program Planning for Young Children 5. Physical Education III 6. Urban Sociology 7. Developmental Psychology II

Total in Community College Courses - 4

PARTICIPANT ENROLLMENT IN COURSES - SPRING 1969

IV. OTHER SCHOOLS

BROOKLYN COLLEGE

NAME	PROGRAM	COURSES
Faison, Sherryl	Adult Education	Creative Writing (also takes Project Basic Adult Education Course and Urban Center Office Skills course)
Turner, Wilma ([illegible])	Adult Education	Sewing (Clothing Construction)

TYLER BARBERING SCHOOL

NAME	PROGRAM	COURSES
White, Joseph	Skills Training	Barbering

Total in other schools - 3

PARTICIPANT ENROLLMENT IN COURSES - SPRING 1969

IV. OTHER SCHOOLS

BROOKLYN COLLEGE

NAME	PROGRAM	COURSES
Faison, Sherryl	Adult Education	Creative Writing (also takes Project Basic Adult Education Course and Urban Center Office Skills course)
Turner, Wilma ([illegible])	Adult Education	Sewing (Clothing Construction)
TYLER BARBERING SCHOOL		
White, Joseph	Skills Training	Barbering

Total in other schools - 3

MULTI-CITY COMMUNITY COLLEGE EDUCATIONAL DEMONSTRATION PROJECT

NEW YORK CITY

June 20, 1969

Summer Session Curriculum - Adult Basic Education Courses

The following curriculum was agreed to by a joint parent-faculty planning committee:

The existing curriculum which divides the students into two groups; (1) those preparing for the high school equivalency diploma test, and (2) those attempting to fill in educational gaps which hindered them in dealing with their children, their personal management, and their community. After ten months of classes for a group previously not disciplined toward school some extra motivation would be necessary in order to maintain the enthusiasm. In addition to the need for motivation it was felt that there now existed a number of individualized needs which would not be met by the previous class structure.

One student has improved both her math and reading skills but is troubled with a speech problem. The plan for her is to work with aids such as tape recorders and video tapes to overcome her nervousness which brings on the speech difficulty. She has already participated in one video tape session which resulted in her bringing up the idea of working on her speech. Here individual attention will make the difference in this student being able to go out and successfully participate in an interview for a job she wants.

Another student has passed the G.E.D. exam and plans to attend the N.Y.C. Community College in the fall. While she has passed her test she is still deficient in areas such as reference work, history and study skills. The fall and spring classes helped this student pass her exam, now the summer objective is to prepare her for the difficulties of a first semester in college. The program will be successful only if we provide her with the tools to succeed, this is her summer need.

Students wishing to do sales work need practice in being able to add quickly and accurately, computing sales tax, understanding the tax structure.

These are three of many individualized needs which are blocks to success.

The following are some of the areas of concentration common to all the students. Most obvious is how to get a job. Practice in job interviewing has already started with the aid of video tapes. Following and in conjunction with this will be the preparation of resumes. A third component is broadening the areas seen as potential work sights. Trips to firms that might have positions available are included in the summer schedule. Our students have something to sell and we plan to identify with them the means and where to of selling it.

The skills acquired in math now make possible a real study in comparative shopping, budgeting and buying on credit. Now that the students are more comfortable with numbers they can understand discounts, percentages, interest rates --- we can actively participate as educated consumers.

To understand this need for flexibility and individualization we must look at our students. Our students have from three to eight children, previous to the program they remained in the home most of the time. For many this was the first academic exposure in many years. The program has given them some new skills. Now as the second part of the program we must show how they can utilize the knowledge. It would be very easy after one crushing job interview to return to the security of the house, and there to accept defeat and old habits. If we do not succeed in relating the new learning to problems of living our program will have fallen in with the old philosophy of merely compiling statistics and ignoring the individual.

During the summer we intend to culminate the learning activities that have taken place in the last ten months by removing these newly acquired skills from the classroom and identifying their application to day to day living.

CURRICULUM OUTLINE

OBJECTIVE:

1. To identify with each student the application within his life of the acquired academic skills.

2. To continue and reinforce the development of math and reading skills.

3. To build self confidence through the students' increased awareness of his power and affect within his community.

METHOD:

A team teaching, workshop, field trip approach has been selected as the most appropriate means of fulfilling the individualized needs in a relatively short span of time.

SUBJECTS:

I. HOW DO I GET A JOB?

A. Job Interview

Through the use of role playing on video tapes followed by class discussion, questionnaires, play back, and self criticism a student will become aware of his strong points and his weaknesses as elements of himself which can be emphasized and changed.

B. Resumes and Applications

Each student will prepare resumes and applications with emphasis on grammatical structure, neatness, and the best way to present himself. Through the use of role playing situations the student will become aware of the effect of these upon the interviewer.

C. Potential Employment and Location

Through investigating a variety of potential work sites students will begin to select their place of employment rather than take what comes along.

II. STUDY SKILLS

A. Homework Center Field Trip

A field trip to the homework center to familiarize the students with its availability for themselves and their children. With the aide of the homework center staff we will learn the difference between doing our children's homework and helping them with it.

B. Research Paper

A short paper requiring the use of the library and its reference materials will be assigned to each student. The information gathered will be relevant to and at the level of each student. Topics will range from cooking to drug addiction.

* Program was originally designed for a full 8 week program.

III. COMPARATIVE SHOPPING

A. Propaganda Techniques

Discussion and comparison of student gathered material followed by field work.

IV. DO I HAVE ANY POWER:

As a tenant in a run down and mismanaged building?
As a parent whose child needs special attention?
As a consumer?

Answering these questions through direct contact with legal aide, Civil Liberties Union, Welfare Mothers Association, Housing Authority, Commission on Human Rights, Better Business Bureau, and other relevant organizations.

The class will be divided into teams for the trips to facilitate the number of agencies and the amount of time.

Full group discussions will be carried on before and after each trip.

V. What Does My Community Offer Me In The Area Of Free and Interesting and Educational Recreation.

1. First we will provide a list of available museums, libraries, parks, lecture series, tours, concerts, plays, etc.
2. We will then divide into groups of two or three and spend two days a week visiting as many of these sites as possible.
3. Return to class to share our information and compile a community information booklet.

VI. Community Action Groups

A. Visits and Discussions with active

1. block club
2. tenant union
3. co-operative
(again we will divide into small groups)

B. Investigating structure and financing of these community action groups and compiling a workable step by step guideline.

VII. Ongoing Workshops in Reading and Math

A. We will continue in an informal setting the academic work of the last two terms.

B. Classes will run on a highly individualized basis

C. Structured class sessions will be held on the New Math

VIII. Testing

At the end of the summer time will be devoted to the retesting of all participants.

The length of the workshops will be flexibledepending upon interest and response. Each workshop will run from two to three days. Two days of each week will be dedicated to the Reading and Math Workshops. Schedules of workshops will be mailed to all project members. Participation will always be open. Parents will have the option of participating in a workshop even if they missed a previous one. Within each workshop committments will be necessary.

We have attempted to combine formal education with practical everyday living. Both are necessities and each is sadly incomplete without the other.

MULTI CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT

STATE UNIVERSITY OF NEW YORK
URBAN CENTER IN BROOKLYN

PARTICIPANT ENROLLMENT IN COURSES - SUMMER 1969

NAME	PROGRAM	COURSE
Washington Coleman		Creative Writing
Louise Burrow	Secretarial Science	Transcription Steno
Mildred Singleton	Office Skills	Typing
Willie Mae Dukes	Office Skills	Typing
Katie Coleman	Office Skills	Typing Reading Improvement
Sheryl Faison		Creative Writing
Helen Napoleon	Office Skills	Typing

Total in Urban Center Courses - 7

PARTICIPANT ENROLLMENT IN COURSES - SUMMER 1969

II. Project Basic Adult Education Courses

NAME	SUBJECTS
Fredrena Bullock	Basic Reading/Math
Eva De Walt	
Delfine Edwards	
Barbara Henderson	
Thelma Livingston	
Margie McCrackin	
Eva McCullough	
Henry Smith	
Janette Morrell	
Margaret Simmons	
Mildred Singleton	
Willie Mae Dukes	
Margaret Goldring	

Total in Basic Adult Education Course - 13

III. Other Schools

Tyler Barbering School

NAME	COURSE
White, Joseph	Barbering

Total in Other Schools - 1

Calendar of Special Activities

ate **Activity**

ugust 2, 1968 Get Together Nite
ationale
To afford the opportunity for potential particpants to secure pecific information about the project-ask questions submit to uestionnaire, etc.

ugust 23, 1968 Family Meeting (Evening)
ationale
Get acquainted party for the selected participating families.

eptember 4, 1968 Family Meeting (Day)
ationale
Select members to serve on the planning committee.

eptember 15, 1968 Bus Outing-Cookout
ationale
Relaxed family fun. Exposure to use of a public state facility.

eptember 23, 1968 Family Meeting (Evening)
ationale
To compare notes on the experience thus-far. To encourage iscussion of problems that were arising and how to deal with them.

eptember 25, 1968 Theatre-"Blues For Mr. Charley"
ationale
Basis for discussion on the changing social order, in regard to elations between the races.

eptember 28, 1968 Grambling-Morgan Football Game
ationale
Started as a Father/Son activity to encourage development of trong relationships. Ended as a family activity. (Many mothers anted to attend also).

ctober 3-4, 1968 Voter Registration (Urban Center)
ationale
Registration for parents who were not eligible to vote, because f previous failure to register, or had moved etc.

ctober 5, 1968 N.Y. Giants Football Clinic
ationale
Saturday morning sessions with the boys ages 8-14 and N.Y. iant Football players.

Date Activity

October 11, 1968 Meeting of Planning Committee

Rationale

To plan and decide on fall activities.

October 25, 1968 Family Meeting (Evening): Guest Lecturer From The League of Women Voters

Rationale

To discuss the datails of the impending elections, answer questions, and instruct as to actual technique in the voting booth.

October 26, 1968 Concert-Symphony of the New World-N.Y.C. Community College

Rationale

Exposure of the families to what for some was a new musical form, played by musicians with whom they could identify.

October 31, 1968 Halloween Party

Rationale

Sheer fun for the project children.

November 1, 1968 Concert-Duke Ellington

Rationale

Afforded opportunity to hear a presentation of contemparary music as an art form.

November 9, 1968 Electric Circus-New York City Community College

Rationale

Exposure to yet another form of music and dance.

November 16-23-30, 1968 Trips: Brooklyn Children Museum

Rationale

Exploration of neighborhood educational facility.

November 22, 1968 Family Meeting. Feature: International Smorgasbord

Rationale

A sharing of cultures. Each family prepared a special dish.

November 26, 1968 Concert: African Dance Company of Ghana

Rationale

To develop understanding of and appreciation for the various art forms of another culture.

ate Activity

ecember 20, 1968 Family Meeting. Feature: Christmas Party

ationale

Discussion of the experience so far; exchange of gifts, ntertainment and refreshments. Family togetherness for a holiday elebration.

ecember 26-27-30, 1968 Christmas Show-Radio City Music Hall, Film: "The Impossible Years."

ationale

Film evoked discussion on the problems of children growing up, he generation gap, etc.

anuary 10, 1969 Visitors: Staff of Youth In Action After School Study Program

ationale

Exploration and discussion of the services of a Neighborhood ducational Facility.

anuary 15, 1969 Visitor: Representatives of The Helen Field School of Nursing

ationale

To give specific information to those parents interested in reparing for the L.P.N examination.

anuary 19, 1969 Theatre: "The Believers."

ationale

A presentation and discussion of the black experience in merica, from their removal from Africa, to the current struggle for place in our society.

anuary 24, 1969 Family Meeting. Guest speakers and a film, "The Losers."

ationale

Speakers from Phoenix House and film on narcotics. For parents nterested in learning what their role should be, the availability f community resources, and guidance on how to make use of them.

ebruary 1, 1969 Bus Trip: Museum of Natural History

ationale

To see the "Man in Africa" exhibition. To increase understanding f their cultural heritage, by exploring the concepts of the origin f man in Africa.

te Activity

ebruary 7, 1969 Theatre: "Land Beyond The River"

tionale

A southernrural black community attempts to secure funds for a chool against the threats and intimidations of a hostile white ommunity. Parents drew a parallel with similar experiences today.

ebruary 15, 1969 Children's Theatre: Salzburg Marionette Theatre, N.Y.C. Community College.

ationale

A delight for the children; but further, to begin to appreciate he artistry of one of the oldest forms of theatre presentation: tring puppetry.

arch 10, 1969 Family Meeting

ationale

General discussion of speech problems of children in school.

arch 12, 1969 Trip: Brooklyn Public Library

ationale

An introduction to the special programs of the library, and a ew concept of the library as a community resource.

arch 13, 1969 Meeting: Teen Group

ationale

Initiated to develop teen interests, discuss their problems, ssist them with homework and expose them to enriching experiences.

arch 16, 1969 Concert: American Ballet Theatre. N.Y.C. Community College

ationale

Broadened the appreciation of the variety of ballet forms.

arch 16, 1969 Afro-American Art Exhibit- N.Y.C. Community College

ationale

A view of some of the art of black Americans. Some of the amilies had contributed.

arch 24, 1969 Family Meeting: Guest Speaker and Film

ationale

To observe the anniversary of the death of Dr. Martin Luther ing, Jr.

pril 1-30, 1969 Family Education: Art exhibit- Urban Center

ationale

A presentation of the talent of the participating families.

te Activity

pril 14, 1969 Trip: Lunch and Tour of the Hotel Technology Dept. of N.Y.C. Community College

tionale
Exposure to one of the Departments at the Community College, d discussion of the career possibilities in that field.

pril 15, 1969 Urban Center Student Meeting
Guest: John O.Killens

tionale
Opportunity to meet and talk with a Black Author of note.

pril 17, 1969 Meeting of Participating Fathers

tionale
To discuss their special interests and plan activities.

pril 19, 1969 Children's Art Festival-N.Y.C. Community College

tionale
Special children's films touching upon the interdependence ong humans.

pril 19, 1969 Concert: Nina Simone N.Y.C. Community College

tionale
Use of the performing arts as a vehicle to reinforce self- entity, and to motivate group to pursue their educational goals.

pril 28, 1969 Meeting- A "Charm" workshop.
Guest: Mary Gibson

tionale
A lecture and workshop on the importance of good grooming and w to achieve it.

y 3, 1969 Continuation of the Children's Art Festival Series-N.Y.C.C.C.

tionale
Parent participation in activities of interest to the children.

y 6, 1969 Luncheon Meeting: Guests. Staff of Y.I.A. Head Start Agency

tionale
Official closing of the Family Art Exhibit.

y 7, 1969 Ringling Bros. Barnum & Bailey Circus

tionale
An activity of interest to all members of the family.

te Activity

y 12, 1969 Family Meeting. Feature: Family Planning. Guest: Mrs. Evelyn Brown

tionale

Increase families' knowledge and awareness of the importance of mily planning and to inform families of available community sources.

y 23, 1969 Family Meeting

tionale

Planning of summer activities.

y 26, 1969 Film: "Nothing But A Man"

tionale

To reinforce the concept of the need to establish one's identity, to face the reality of living in today's society.

y 26, 1969 Teen Club Meeting: Guest- Ted Butler

tionale

Training in the techniques of drama as a means of self-expression.

ne 6, 1969 Father/Son activity-baseball at Yankee Statum

tionale

To encourage fathers' participation in activities with their ildren.

ne 9, 1969 Family Meeting: Film Presentation

tionale

Understanding and relating other cultures to our own.

ne 19, 1969 Trip: Visit to Chinatown and Chinatown Museum

tionale

Expose families to a different culture, and to broaden their ltural and educational interests.

ne 23, 1969 Family Meeting

tionale

General discussion of the future of the project.

ne 26, 1969 Urban Center Graduation

tionale

Official recognition of their achievement.

ne 27, 1969 End Term Party For Teen Agers

tionale

Wind up of regular activities before taking summer jobs.

te Activity

ne 29, 1969 Bus Outing-Picnic: Rockland Lake State Park

tionale

Families' togetherness encouraged

ne 30, 1969 Meeting: Literary Interest Group. Film: "My Childhood."

tionale

Life of James Baldwin. Further development and knowledge of the ves of contemporary black writers...

ly 11, 1969 Bowling

tionale

Evoked discussion around the place of physical education in a neral education program.

ly 17, 1969 Family Meeting: Letter writing campaign.

tionale

Writing of letters to protest the withdrawal of OEO funds. scussion of the right to protest, and the technique of dissent.

ly 20, 1969 Theatre: "South Pacific"

tionale

To acquaint families with the versatility of state park facilities.

ly 23, 1969 Family Meeting: Consumer Education-Guest Speakers

tionale

To inform parents on how to be a wise consumer by maximizing eir available income.

ly 28, 1969 Family Meeting: Legal Service to the Poor. Guest Speakers

tionale

Because of the uneveness of the families' schedules due to cations, a number of different activities were planned from which selection could be made to coincide with the plans of various milies, these activities included:

gust 3, 1969 Deep Sea Fishing

gust 7, 1969 Tour of NBC TV Studios

gust 10, 1969 Theatre: "Ceremonies In Dark Old Men"

gust 13, 1969 Theatre: "The Man From La Mancha"

te	Activity
gust 14, 1969	Theatre: "Hello Dolly"
gust 17, 1969	Theatre: "South Pacific"
gust 18, 1969	Concert: Nina Simone
gust 19, 1969	Theatre: "The Great White Hope"

gust 22, 1969 — Parents Night

tionale

Teenagers entertained their parents.

gust 23, 1969 — Family Meeting

tionale

Final opportunity to interact on an informal basis.

gust 24, 1969 — Parents Night Out

tionale

Visit to a night club for dinner and dancing. A first experience
r many.

gust 25, 1969 — Open House

tionale

Opportunity for parents to discuss their opinions of the project,
mplete the final questionnaire and evaluate the program.

gust 28, 1969 — Awards Night

tionale

Certificates of recognition were presented to the participating
nilies. This was the culminating activity for this cycle.

Examples of Participants Aided By The Project

The C. Family

Mr. and Mrs. C. are parents of six children. Prior to joining the project Mr. C. a minister in his church, worked for the A&P food stores as a stock manager. Mrs. C. was a housewife.

As his self-development educational concentration Mr. C. chose a retail marketing course at the community college to advance himself on his job. Mrs. C. enrolled in the project Basic Adult Education course to improve her reading and math skills.

Mr. C. shortly determined that his chosen course was not what he really wanted. In place of this he chose to prepare himself to fulfill a reawakened ambition to become a telephone repairman. He had previously taken and failed the exam for this. The project counselor gathered information from the telephone company as to the areas in which he needed strengthening and developed a plan of study together with the basic adult education teacher. The teacher worked on a one-to-one basis with Mr. C. concentrating in practice on the telephone company tests together with other similar materials. Mr. C. passed the exam in August 1969 and was hired by the telephone company as a repairman in September 1969.

In addition to the gains in educational preparation and resulting employment upgrading the parents also benefited from project counseling services in handling their marital difficulties which erupted during, although these were not related to the family's participation in the project. As of the termination of the project the parents had legally separated but a change in their relationship was apparently developing into a new period of courtship. Mr. C. thouroughly enjoys his new job and both parents occasionally visit the project staff. They are enthusiastic over the benefits which their participation in the project gave them.

Mr. and Mrs. H.

Mr. and Mrs. H. are parents of 3 children. When joining the project Mr. H. was employed at the Veterans Administration as an orthodist making prosthetic devices for disabled veterans. Mrs. H. was a housewife. When first approached by project staff who outlined the program Mr. H. later related that he couldn't believe that such a comprehensive educational-cultural enrichment involvement was being offered. He was delighted when he confirmed the reality of this opportunity and resolved to make the most of it.

Because of a tenuous and ill defined relationship between the government operated shop where Mr. H. worked and the private sector, Mr. H. had been unable to secure the training needed to advance on his job. The project enabled him to enroll in courses in the mechanical technology program at the community college which would assist him in reaching his goal. Mrs. H. enrolled in the office skills program at the urban center to prepare herself for employment. At the termination of the project Mr. H. was continuing in his schooling using his G.I. benefits. Mrs. H. plans to continue her courses at the urban center in the spring 1970 term.

Mr. H. observed early in the program that if such a project had been available when he graduated from high school he would not have had much difficulty in settling on a career and would have been better prepared to meet the problems of supporting a family today.

Mrs. S.

Mrs. S. the parent of a pre-school child was employed by the N.Y.C. Department of Social Services as a counselor in a children's center. She was separated from her husband.

Mrs. S. had completed 3 years toward her degree when she dropped out of college years before. As her self-development concentration in the project she chose to pursue a two year degree in child care which would both fulfill her ambition to complete the requirements for a degree and aid her in advancing on her job. Project staff assisted her in enrolling in an evening course at the community college in the fall 1968 term and then in matriculating as a regular student in the day session in the spring 1969 term. She will complete the requirements for her degree in June 1970.

Mr. and Mrs. C.

Mr. and Mrs. C. were parents of 5 children. Mrs. C. was employed as a clerk in the post office. Mr. C. was unemployed because of his health condition and the family income was supplemented by public assistance.

Mrs. C. had ended her college education after completing 5 semesters toward her degree. As her self-development concentration in the project she chose to pursue a two year degree in Child Care at the community college which would prepare her for working in that area. Mr. C. enrolled in the IBM course at the urban center. However because of his health he was unable to complete it. He participated enthusiastically in the project book review interest group and in various other field trips.

Project staff assisted Mrs. C. in enrolling in an evening course at the community college in the fall 1968 term and then in matriculating as a full time day student in the spring 1969 term. She will complete the requirements for her 2 year degree in February 1970.

Mrs. H.

Mrs. H. the mother of two pre-school age children was separated from her husband and receiving public assistance when she joined the project. Although she had earned her high school diploma a few years back she had not planned any further education for herself.

She chose a secretarial science course at the urban center as her self-development concentration and did very well in this. As a result she was hired by the Bankers Trust Co, as a typist and is now supporting her family without public assistance. She plans to pursue her education further during the evening at the community college.

Mr. and Mrs. B.

Mr. and Mrs. B. are parents of two children. When they joined the project, Mr. B. was a bus driver for the N.Y.C Transit Authority and Mrs. B. was a housewife

Mrs. B. had been out of school for several years. She had completed most of the requirements for a high school diploma but failed a part of the regents examination As a result she became disillusioned and gave up the idea of getting her diploma. As her self-development concentration in the project Mrs B. chose a program in secretarial science at the urban center. Mr. B was unable to take any courses because of his varying working hours.

Mrs. B maintained a straight "A" average in her courses at the urban center and every instructor recommended her for the college adapter program. Project staff assisted Mrs. B in preparing for the high school equivalency exam which she passed. Not satisfied with an equivalency diploma Mrs. B. arranged to take that part of the regents examination which she had failed years before and passed it. She was awarded her regular high school diploma.

Mrs. B. accompanied other project participants and staff to the nationwide project conference in Los Angeles. As part of our presentation she told the audience what she was able to accomplish in the project and expressed her gratefulness for the "gentle push" which motivated her to pick up where she left off.

Mrs. B. has since been hired as the secretary to the administrator of the Family Education Program and plans to pursue a college degree.

Mrs. C.

Mrs. C. who is the mother of six children emigrated to New York from France seven years ago. She was separated from her husband.

On joining the project Mrs. C. showed a weak self-estimate of her potential for success in any chosen endeavor. Her unfamiliarity with the city was seen in the fact that although she resided in Brooklyn she had never been to Manhattan alone. The aims of the project to provide families with educational training plus broad activity experiences coincided with her own desire to increase her exposure to this culture and to gain a skill.

Participating in the project brought her in touch with the city, its resources and helped her in learning to make use of these.

In her coursework she chose to prepare herself to become a bi-lingual (French-English)secretary. She passed her urban center courses with high evaluations and plans to return in the spring of 1970 for further study.

James D.

James D. was 15 years old and one of 8 children when his family joined the project. He was in an under achiever CRMD class at school and presenting a serious discipline problem. As the family participated in the project certain changes began to evidence themselves in the household. James saw his mother become actively involved in going back to school at a tremendous sacrifice to herself. He saw his father, a non-reader move from a position of hostile acquiesence to actual participation in the project by taking the adult basic education course in reading.

James could not read and refused to make any effort to learn. When the reality of his situation became clear, as when he could not get a job, he would sink into depressions and not do anything for days. Extensive counseling began for this youngster by helping him to gain insight into his motives for allowing himself to be a failure. His parents, particulary his father were encouraged to take more of an interest in their child's progress in school. When his father began to learn there was an incentive for James to learn. James' discipline problem ceased when he began his participation in the project teen group program. Here he was given tasks in which the fear of failure was removed and he could succeed. His self confidence grew. In June he brought home a report card he was not ashamed to show to his parents.

The project enrolled him in a special reading course during the summer to further help him to bolster the gains he had made during the school year.

Joyce B.

Joyce B. one of 10 children was 15 years old when her family joined the project. Staff learned that she had been absent from school since the beginning of the school term. Her mother who was doing well in her own self-development courses at the urban center was ineffectual where discipline of her children was concerned.

The project counselor saw potential in her which was not being developed. Discussions with the school resulted in their recognizing their responsibility in following up Joyce's excessive absences. The school agreed to accept Joyce in their College Bound program on probation. In June 1969 she successfully completed her course of study. She now has a renewed interest in continuing her schooling and her confidence in her abilities has been reawakened.

Parent Comments Or Project Benefits

"(The) Family Education Project has proven itself to be one of the most beneficial programs in this community. This program has made many people aware of the importance of education, also that education comes in many forms. In a structured classroom as well as participation in the many activities that surround us." Prosper Alexander

"The fact that the children were able to participate in many of the activities I feel was a lesson in motivation for them. To see parents old and young alike happy and enjoying the opportunity to gain more knowledge can only help not hinder any young developing mind". Amy Alexander

"The entire program has been of great value to me. My outlook on life and people around me have changed. It has given me confidence in what I can do". Louise Burrow

"I have enjoyed the program very much and I have been on the other side of town and experienced things I may never have, had it not been for this program. (The wife gets more help than the husband) The husband should receive a little more attention than he has in the past". Tyrone Faison

"This program has made me realize that I can and will do better. It has made me want to live. I have never been so alive before, but it's over and I'm alone once again. I'll never as long as I live forget the wonderful experiences I have had with this program, and I'll always hold on to its memory". Sherrel Faison

"This program has helped me by helping my wife. Now she is working, and very happy, and I am happy because we are able to do some of the things that we have always wanted to do with her working and I am working. We have a future, we can make plans". Joe Harris

"I have been in this project a year and because of it I have a job making a pretty good salary. I feel that without attending the urban center and belonging to this oroject I would not have been able to do this. Everyone working in the project has been kind, understanding and interested in me and my goals in life". Barbara Henderson

"It has helped us in many ways We have gone places that we have never gone before and seen things that we never saw before. I have learned many things that I didn't know before. We enjoyed the many guest speakers and this has helped us. The project has helped my family and I a lot". Katie Coleman

" I am halfway through a typing and a bookkeeping course that I think are going to do a lot for me in the future. I passed my high school equivalency test with a high score. I've started to paint and draw again, something I hadn't done since I dropped out of school. I have met more people with interests parallel to mine than I have known all my life. I attended many events that I have often wanted to attend but somehow never got around to. All in all I would say the project has had a most profound effect on my personal life and my esteem of myself". Martha Dukes

Final Report
Project Number:
8119 A/5

OFFICE OF ECONOMIC OPPORTUNITY
COMMUNITY ACTION PROGRAM
RESEARCH AND DEMONSTRATION DIVISION
PROJECT PROFILE

ministrative Information System Data for the R&D Master Compendium
-Additional Space, if Needed for Responses, Provised on Page 5--

GRANTEE/CONTRACTOR: STATE UNIVERSITY OF NEW YORK

) NAME ABBREVIATION: _/_/_/_/_/_/_/_/_/_/_/_/_/_/_/(15 letters or les
(Standard acronym by which your organization is commonly known)

) STREET ADDRESS: 8 THURLOW TERRACE

) CITY: ALBANY STATE: N.Y. ZIP CODE: 12201

) AREA CODE: 518 TELEPHONE: GL7-6056 OEO REGION: ________

) PROJECT DIRECTOR: DR. JAMES SMOOT

- -

DELEGATE AGENCY (if any): ________

) STREET ADDRESS: ________

) CITY: ________ STATE: ________ ZIP CODE: ________

) AREA CODE: ____ TELEPHONE: ____-________ OEO REGION ________

) DELEGATE AGENCY PROJECT DIRECTOR: ________

- -

OEO PROGRAM ANALYST: ________

- -

PROJECT TITLE (10 words or less):" MULTI-CITY COMMUNITY COLLEGE
EDUCATIONAL DEMONSTRATION PROJECT (NEW YORK CITY) "

) TITLE ABBREVIATION: _/_/_/_/_/_/_/_/_/_/_/_/_/_/_/(15 letters or les
(Standard acronym by which this project is commonly known)

PROJECT DESCRIPTION (to be reprinted in a publication describing all R&D funded projects) (200 words or less):
OEO supported a cooperative program involving the State University of New York, the New York City Community College, the Urban Center

PROJECT DESCRIPTION (Cont'd.):
In Brooklyn which the college administers under contract with SUNY, and the Head Start program. The project is designed for families with children in the Head Start program in the poverty neighborhood served by the center which previously provided programs primarily for young people without opportunity to enter college. The OEO-funded program included family activities which were both educational and recreational, and individually tailored programs for the adults in basic and vocational education community services, counseling and remediation. Adults were placed in on-going programs at the center and the college wherever possible, or in newly organized programs as needed. The two-fold purpose of the project is to reinforce the positive outcomes of the Head Start program while helping parents of Head Start children to become more effective in their several adult roles.

TYPE OF PROJECT (Check appropriate box):

☑ RESEARCH ☑ DEMONSTRATION ☐ TRAINING

- -

STRUCTIONS: IF PROJECT WAS DEMONSTRATION OR TRAINING, ANSWER ITEMS
- 11; IF PROJECT WAS RESEARCH ONLY, OMIT ITEMS 7 - 11 AND GO TO PAGE

- -

TYPE OF COMMUNITY THIS PROJECT SERVED:

☑ URBAN ☐ SUBURBAN ☐ RURAL ☐ URBAN/RURAL (Mixed)

- -

TARGET GROUP SERVED BY THIS PROJECT:

a) Give Number of Persons Actually Served by This Project (to date, if project is currently in operation with R&D funds):

Number of Males 112 Number of Females 128 TOTAL: 240

b) Check Age Group Served by This Project:

☑ Pre-School (Up to 6 Years) ☑ School Age (6.1 - 16 years) ☑ Young Adults (16.1 - 25 years)

☑ Adults (25.1 - 55 years ☐ Older Persons (55.1 years and older)

c) Give Ethnic Breakdown of Project Participants:

☐ Cuban______% ☐ Mexican-American______%
☐ Gypsy______% ☒ Negro 99.5 %
☐ Indian (On-Reservation)______% ☐ Puerto Rican______%

9 TARGET GROUP SERVED BY THIS PROJECT (Con't):

☐ Indian (Off-Reservation) ____% ☐ White .05 %

☐ ____________________ _____% ☐ ______________ _____%
(Identify Other)

d) Check, if Applicable, or Identify Other Group:

☐ Appalachian Poor ☐ Migrant ☐ ______________
(Identify Other)

- -

0. "NEW CAREERS" COMPONENTS IN THIS PROJECT (Indicate with a checkma
if any of the following components were used in this Grant/Contra

☑ Community Aides
☐ Consumer Education Specialists
☑ Foster Grandparents
☑ Home Health Aides
☑ Homemaker Aides
☐ Legal Aides
☑ Nurses Aides
☑ Neighborhood Survey Specialists
☐ Police Aides
☐ Social Service Aides
☐ Teacher Aides
☐ ______________________ (Describe Other)

- -

1. CONGRESSIONAL DISTRICT INFORMATION:

a) List State (or States) This Project Served: N.Y.

b) If Only One U. S. Congressional District Was Served by This Project, List the State and the District Number:

State: N.Y. District Number: ____________

c) List U. S. Members of Congress (by State) Who Would be Interested in Receiving Information on This Project:

Member	State	Member	State
Chisholm	N.Y.	Goodell	N.Y.
Williams	N.J.	Javits	N.Y.
Powell	N.Y.		

2. PROGRAM EVALUATION AND/OR PROGRAM MONITORING AND TECHNICAL ASSISTANCE:

a) If your Project Performed R&D Third Party Evaluations (and your firm was hired directly by OEO to assess the performance of R&D projects), give Name and Location of R&D Project(s) Evaluated:

b) If your Project Performed Monitoring and Technical Assistance Functions (and your firm was hired directly by OEO as a technical advisor to R&D projects), give Name and Location of R&D Project(s) Monitored:

3. GRANTEE/CONTRACTOR REPORTS:

a) Below List Progress Reports Sumitted to R&D:

b) Give Name of Person to W
Reports Were Sent:

DIRECTOR - CAP

Progress Report Number	Date Submitted	Progress Report Number	Date Submitted

c) Has Your Project Submitted a Final Report: ☐ Yes ☒ No

d) If Yes, Give Name of Person(s) to Whom the Final Report Was Se

D PROJECT PROFILE

ninistrative Information System Data for R&D Master Compendium

AUDIT REPORTS:

a) Did Your Project Have Audit Reviews: ☐ yes ☑ No

b) If Yes,

1) Give Date Accounting System Survey Was Performed: ____________

and Auditor's Name: ____________

2) Give Date Last Yearly Audit Was Performed: ____________

and Auditor's Name: ____________

- -

OTHER FUNDING SOURCES (If this project was continued under other funds, after termination of R&D funds, please state source -- this is a key factor in weighing the effectiveness of R&D funds):

The State University of New York provided budget support for the project for the period 9/69 - 6/70.

- -

E THIS SPACE, IF SPACES PROVIDED ABOVE WERE NOT ADEQUATE FOR RESPONSES

ive Page and Item Number

PROJECT STAFFING AND SALARIES:

a) Professional Staff: (If More Space is Required Insert New Sheet

Position Title	Name	Annual Salary
Board Chairman		xxxxxxxxxxxx
Executive Director		$
Project Director	Mr. Vernon Charms	$18,400
Financial Officer		
Asst. Proj. Dir.	Mrs. Bobbye Butts	$14,700
Community Liason	Mr. Robert Moss	$11,300
Counselor	Miss Sondra Braun	$ 9,600
Curriculum Designer/ Teacher	Mr. William Farrow	$11.00 hr.

b) Non-Professional Staff: (If More Space is Required Insert New

Position Title	Name	Annual Salary
Educational Asst.	Mrs. Helen Jennings	$5,200
Educational Asst.	Mrs. Rosetta McLaughlin	$5,200
Educational Asst.	Mrs. Bernice Lovette	$5,200
Educational Asst	Mrs Yvonne Taitt	$5,200
Secretary	Miss Sandra Atwell	$6,500
Typist	Miss Evelyn Jones	$5,300
		$
		$

c) Number of Volunteer Staff: 0 Part-time 0 Full-time

d) Was Project Staffed as Proposed: ☒ Yes ☐ No

e) What Staffing Changes Would You Recommend, If a Similar Projec

Were to be Done Elsewhere:

. PROJECT STAFFING AND SALARIES:

a)n Professional Staff Cont'd:

Position Title	Name	Annual Salary
Teacher	Miss Joyce Kurtz	$9,600
Reseacher p/t	Mr. Michael Phillips	$8.00/hr.
Asst. Reseacher p/t	Mrs. Rosalind Zitner	$5.00/hr.
Admin. Asst./Bookkeeper	Mr. Paul Givins	$8,600

STRUCTURE OF ORGANIZATION:

a) Is Your Corporation Profit________ or Non-Profit_________

b) When Was the Corporation Formed: (Date)____________________

c) Why Was the Corporation Formed: (See Example)

(Example: A group of 800 poor farmers, primarily Negro, living in 10 Black Belt counties of Alabama, organized a cooperative for the purposes of upgrading farming skills, converting their crops from cotton to more profitable truck farm vegetable, and developing their own supply and marketing system in order to create a hreater economic base. Once the economic base of the farm economy was raised, the project would expand into non-farm activities which, coupled with the farm cooperative, would provide options for the farmers to remain in the rural area and make an above poverty wage. Thus, the farmers would not be forced to migrate to the cities.)

It has been postulated that increasing educational opportunities will aid in the battle to end the cycle of poverty. This project was designed to demonstrate the feasibility of using the SUNY Urban Center in Brooklyn and the N.Y.C. Community College facilities and resources in motivating adults in 50 families on the poverty line living in ghetto areas to upgrade their education, and all members of the family to participate in a variety of culturally and educationally enriching activities. The demonstration would also determine the effects of this envolvement on the children, particularly of Head Start age, caused by their parents' renewed participati in educational pursuits. Participants would benefit directly from the acquistion of job skills leading to placement in employment or upgrading their job level. Other benefits would be broad educational achievement or motivation to acquire further education, as well as enrichment from participation in cultural-educational activities. Once the project had demonstrated the feasibility of this program it would be offered to the community utilizing the basic approaches and methods developed in the demonstration.

- -

UNIQUE FEATURES OF THIS PROJECT (What was unique about your proposal that justified funding by CAP/Research and Demonstration)

Demonstration of the effect of the family centered approach to education on children in the Head Start Program.

METHODOLOGY:

a) Summarize How Project Was Proposed to be Implemented:

OEO would support a cooperative program involving the State University of New York, The New York City Community College and the SUNY Urban Center in Brooklyn. The program would reinforce the positive outcomes of the Head Start program while helping parents of Head Start children to become more effective in their several adult roles.

Fifty families on the poverty line living in the ghetto area and with at least one child currently enrolled in the Head Start program would be recruited. Parents would contract to enroll in one or more self-development activity or course of their own choosing at the urban center, the community college or another school in the area. The content of the self-development activity would upgrade their education generally for their own satisfaction in broadening their knowledge, or in acquiring a job oriented skill or aiding them in acquiring a certificate, diploma or degree

Whole families would participate in cultural-educational activities decided on by the parent group which would include trips to centers of culture in the community and seminars and workshops on various topics contributing to essentials and dynamics of family living.

Four para-professional Educational Assistants who were parents from the same ghetto area would be recruited and trained to assist in recruiting and servicing the families. Together with project professional counseling and social service staff they would assist the parents in selecting courses and activities and to deal with whatever problems that arose which inhibited their participation in the project.

Research tools would be designed to measure the various effects of the project on the individuals in the families and findings would be made as a result of this research.

. METHODOLOGY (Cont'd.):

b) Summarize How Project Was Implemented:

OEO supported a cooperative program involving the State Universit of New York, the New York City Community College and the SUNY Urban Center in Brooklyn.

An average of forty families on the poverty line living in the ghetto area and with at least one child currently enrolled in the Head Start program participated in the program. Parents contracted to enroll in one or more self-development activity or course of their own choosing at the urban center, the community college or other school in the area. The self-development courses in which parents enrolled either broadened their knowledge for their own satisfaction, prepared them in acquiring a job oriented skill or aided them in earning credits toward or receivi a certificate, diploma or degree.

Whole families participated in cultural-educational activities decided on by the parents together with staff cooperation which included trips to centers of culture in the community and seminars and workshops on various topics contributing to the understanding of the essentials and dynamics of family living.

Four para-professional aides who were parents from the same ghetto area were recruited and trained to assist in recruiting and servicing the families. Together with project professional counseling and social service staff they assisted the parents in selecting and carrying through on courses and activities and in dealing with whatever problems arose which inhibited their participation in the project.

Research tools were designed to measure the various effects of the project on the individuals in the families and findings were made as a result of this research.

0. RESULTS AND FINDINGS:

a) Summarize Results and Findings. Including Internal Evaluation and Place an (*) Before Unanticipated Findings:

1. Provision of a program offering courses to adults and cultural-educational activities for the whole family proved to be a viable vehicle for delivering education to families living on the poverty line in ghetto areas.

2. A significant proportion of the parents successfully participated in a variety of educational courses after having been away from school for as many as fifteen years. A few parents excelled in these courses and were recommended by their instructors for college level work.

3. *Although job training was not a specific objective of the project an unexpectedly large proportion of parents chose skills training as their objective. As of the end of the cycle almost one third of the parents had secured employment utilizing skills training gained while in the project. The parents who are continuing in courses preparing themselves for employment or upgrading on their jobs will increase thos proportion even further.

4. Although the measured effect of the project on the changes in parents attitudes was slight, staff observed significant increases in individual self-confidence, improved appearance and improved functioning in the family which was directly attributable to the family's participation in the project.

5. A significant proportion of families participated in a variety of cultural-educational activities which effectively enhanced their learning experience for them. Program activities proved to be a valuable stimulus to parents continuing in their course-work objectives.

6. Head Start children whose parents were in the project made measurable progress during the time that their family was in the program. These children progressed at a faster rate as compared with the national norms used in evaluation Head Start progress.

8. In spite of the delayed funding and initiation of the project, the operational problems growing out of the poor physical

. RESULTS AND FINDINGS: (Cont'd)

facilities and equipment, sporadic provision of funds for program activities and the misunderstandings as to the duration and source of fundings supports, the project effectively conducted the program in accordance with the design and goals set forth. Within the limits of the project resources and abilities, participants received the educational and training benefits as well as the enriching participation in family centered activities, continuatic of the program and its replication at other community colleges is recommended.

b) Summarize Operational Problems Encountered:

- Delay tn the delivery of OEO funds to the grantee caused problems in spending funds for program needs. As a result program planning was disrupted and staff and participant morale was damaged. Restrictions and limitations placed on use of funds at the site hampered program planning and operations.

- Inadequate provision of equipment and supplies hampered day to day operations.

- Inadequate office furniture and facilities and periodic breakdowns in essential building services plagued the project and hampered operations

- Insufficient budget provision for courses to be purchased damaged participant and staff morale.

- Unclear understandings as to the relative responsibilities of OEO and the grantee for continuing funding of the project caused early termination before the three year demonstration was completed. This damaged staff and participant morale and caused further distrust in the community of OEO programs.

- Unavailability of community college courses to participants because of preconditions to enrolling in these limited this as a resource to the project.

NSTRUCTIONS: IF PROJECT WAS DEMONSTRATION OR TRAINING, ANSWER ITEM 21
F PROJECT WAS RESEARCH ONLY, OMIT ITEM 21 AND GO TO ITEM 22

1. TYPE OF FACILITIES USED TO CARRY-OUT PROJECT (Add description where needed):

☐ Community: ☐ Recreation Center ☐ Playground

☐ School: ☒ Classrooms and Meeting Rooms ☐ Playground

☐ Church: ☐ Recreation Center ☐ Playground

☐ Industrial Facility ______

☐ Rented Office or Building ______

☐ Organization or Club Facility ______

☐ Private Home ______

☐ Other ______ (Describe)

a) Was This Facility Segregated Prior to Project's Inception:

☐ Yes ☒ No

b) List by Name Innovative Materials, Tests and/or Hardware Used in Project (e.g., Auto-Tutor teaching machines, Sony videocorders, Bender-Gestalt psychological tests):

Sony Videocorders

1. IMPACT OF PROJECT:

a) Has the Project or Its Findings and/or Results Had an Impact on Policy Direction and/or Planning at the Local Level:

☒ Yes ☐ No

If Yes, Please Explain: Local Community College and SUNY Urban Center in Brooklyn are continuing to share in support of project after federal support ended September, 1969.

2. IMPACT OF PROJECT (Cont'd):

b) Has the Project or Its Findings and/or Results Had an Impact on Policy Direction and/or Planning at the County Level:

☐ Yes ☒ No

If Yes Please Explain:

c) Has the Project or Its Findings and/or Results Had an Impact on Policy Direction and/or Planning at the State Level:

☒ Yes ☐ No

If Yes, Please Explain: The State University of New York provided funds on an interim basis to support the program at a reduced size until the State Legislature appropriates funds on a continuing basis.

d) Has the Project or Its Findings and/or Results Had an Impact on Policy Direction and/or Planning at the Federal Level:

☐ Yes ☒ No

If Yes, Please Explain:

AN URBAN CENTER FAMILY EDUCATION PROJECT

A Proposal for a Cooperative Program Involving
The State University of New York, Community Colleges and Urban Centers
in New York City with the Assistance of the
Head Start Program and the
Human Resources Administration

Demonstration: The Urban Centers in New York City, established one year ago as a joint undertaking of the State University of New York and community colleges in Manhattan and Brooklyn, will expand their services to the urban poor, from presently available basic and vocational education programs to family-centered programs involving parents, their children in Head Start and other special programs, and on some occasions teachers, in both individual and family learning experiences designed to increase the personal effectiveness of adults and to promote the intellectual development of the children.

It will be demonstrated that the involvement of Head Start children, siblings, and their parents in programs as families will produce ancillary benefits to the entire families who participate. The most important of these is the expected improvement in the parent-child relationship in which the parent who is himself a bonifide student assists the child as an active learner. The assistance may be in (a) selecting activities which will contribute to the child's development, (b) helping the child to articulate the learning value of activities in which they engage, and (c) helping the child to value the pursuit of learning. Examples of direct benefits to adults as students are literacy (or improvement of basic skills), vocational skill development, acquisition of home improvement skills and ability to be a more intelligent consumer of credit and goods.

Parallel programs will be offered at the Urban Centers to families as units and to adults in need of basic, vocational, parental, civic, consumer, or other adult education. Families will in a sense enter into a contract with the Urban Center to undertake a program of educational services and experiences, at no cost to the family and with reimbursement for some expenses. At least 25 and a maximum of 50 families with children in Head Start programs will participate at each Urban Center.

Background of the Urban Centers: In 1966 the State University of New York established four Urban Centers with the cooperation of locally administered community colleges. Two of these centers are located in major poverty areas in New York City. A center in Harlem is associated with the Borough of Manhattan Community College. The other center is located in the Bedford-Stuyvesant section of Brooklyn and is operated in cooperation with the New York City Community College. Two centers are located in upstate cities. During the first year of operation, priority was given to programming that served the needs of young people now without appropriate opportunity for college. Facilities were rented and renovated, equipment was installed, staff was recruited, and small groups of students were enrolled in occupational and related basic education programs.

The Centers might be described as a "college within a college." Though not matriculated in degree programs, the students have most of the rights and privileges of degree students on the main campuses. The Centers were conceived as a possible avenue for taking Community-College education to people in the major poverty neighborhoods who are unlikely to see themselves in their role of a college student without the local availability of such a "half-way" center. The Centers did not meet the opposition which had been expressed to the opening of what would undoubtedly be a segregated community college in the poverty neighborhoods, which residents feared would also be a second-rate institution. Since they are tied to existing community colleges with good reputations, the Centers are seen as a needed service to poor people in their own neighborhoods, where they may be introduced to the extensive program of public higher education available to them in the City and State at large. The Centers are funded by the State University of New York and supervised by SUNY staff, as are the community colleges. The State increased its fiscal support of the Centers for their second year of operation and there is every expectation that the Centers will serve their intended function of bringing more educational opportunities to the people living in poverty in the large cities. The Centers, then, are an attempt to elaborate the concept that equality of opportunity in education does not really exist as long as the individual is not personally aware of its availability. They are designed to take education to those who need it but who must be helped to perceive themselves as potential participants in continuing education.

The Proposal: A necessary next step at the Centers is to engage whole families in the process of sensitizing their children to the availability of education at all levels and, in so doing, helping them to accept the reality of aspiring to unlimited educational opportunity. A clear opportunity and the essential framework for undertaking the proposed family education project is seen in the Centers' intended expansion into the programs to serve adults who may have terminated their education some years ago. In effect, the Urban Centers are being proposed as staging areas for promoting adult participation among the poor in higher education . The expanded adult programming will be used as leverage in introducing entire families now in poverty to new and sharper views toward education which should increase their motivation to seek continuing educational opportunity.

Tentative agreement has been reached on the part of several key local agencies in New York City to cooperate in the proposedfamily education project, as a result of a meeting involving representatives of the Human Resources Administration and the Head Start program, together with central staff from the State University of New York, the local community colleges, and the Urban Centers. Additional meetings will be held as advanced planning leading to funding takes place. The project will be limited to families of Head Start children in the neighborhoods of the present Urban Centers. However, the program is expected to be appropriated for other community colleges with present and projected urban centers in New York State and elsewhere.

The Work Program: The project will actively involve a sample of from 50 to 100 families of children who are enrolled in Head Start programs in two New York City neighborhoods in which Urban Centers are located. A minimum of 25 families will be the target for recruiting for each Center. With the approval of Head Start officials, families will be contacted by project personnel to ascertain their interest in participating in the projected program. The sample of families who become participants is not randomly selected among the poor in the two neighborhoods, for selection is limited to Head Start families first of all, and then to families with the necessary motivation and life style which make it feasible for them to undertake a sustained educational effort as a family unit. The feasibility of broad family participation in the project is a necessary operating assumption, supported by the opinions of Head Start personnel and others, but one which will be tested in the course of the project.

Phase 1 -- Project staff will prepare rosters of families in the neighborhoods of the Urban Centers who have children in Head Start programs (and other special programs at the pre-school and elementary levels, if necessary). Assistance from Head Start and community agency personnel, church leaders, and school staff will be needed at this point. Lists will be screened in an attempt to get families with sufficient stability to make their participation in a family education program appear feasible. Preference will be given to families with an adult head of household, the mother (or other adult in this role), and, in addition to the Head Start child, at least one other dependent child. A balance will be sought between two types of families, namely, young parents with two or more children at the elementary school level and below and "older) parents with at least one child at the high school level. Family characteristics data will be obtained from school and agency records, supplemented by first-hand knowledge for use in compiling rosters of potential participants during the first phase.

At the same time, a group of eight adults who are poor by OEO standards and who reside in the target neighborhoods will be recruited and trained by project staff as community service aides for the family education program. They will constitute the primary action group in contacting families on rosters of potential participants in Phase 2 for the programs to be offered in Phase 3. Trainees are expected to be parents with children in ghetto schools who are already active in school-community affairs and who evidence some ability to relate to their peers in the community. They will be trained to give information to potential participants and to interview, observe, and record information they elicit in home visits and small group meetings of parents, all under the supervision of professional project staff. In training they will also be given information about educational opportunities. The training program will be designed to give participants some insights into social work as a career field and skills to enable them to work as social welfare aides at the conclusion of the project. A staff member from the field of social work will have responsibility of the training program and for supervision of the community aides who work in subsequent stages of the project.

Phase 2 -- The newly trained community aides will interview adult members of families on the rosters of potential participants in the project, to explain the multiple opportunities the Urban Centers (and their parent community colleges) can offer families who agree to participate, to arouse interest, and, in a subsequent interview, to "enroll" families who are willing and able to give an agreed upon amount of time to the project. Individual interviews in the home and small group sessions in housing developments, agency headquarters, and churches will both be used in giving information and soliciting expressions of interest. Since the eight aides will probably enroll no more than ten families each, among perhaps twice as many they will interview, there will be time for several sessions with family members before a commitment is secured. The social work instructor will be available throughout this phase to assist and counsel the aides as they gain experience in interview sessions, and to confer with families referred by the aides because of special problems. The instructor will also make one final contact with each family desiring to enroll in the program, to give further orientation about the mutual responsibilities of the family and the college as they enter into a kind of educational compact for the project.

Phase 2 will also be used as a goal-and-program development period, leading up to program implementation in Phase 3. Families showing interest during early interview sessions will be encouraged to think and talk about the kinds of educational activities they would like the Centers (or colleges) to offer as part of the family program--for family units on weekends or during school vacations, and to individual members when they are free during the week (mothers, unemployed heads of household, out-of-school youth, etc.) They will be encouraged to make exploratory visits to the Centers and the main campuses, with the aides as "tour guides" whenever possible. The intent in this phase is to give families an opportunity to "look and see" while they are talking with aides, neighbors, and community leaders, and in a way to test the quality of the commitment the Colleges propose to make.

An early task of the project staff will be the development of an inventory of personnel and other resources for education which they can make available to the families who participate. The inventory can be tested in the training sessions for the aides for its relevance to their perceived problems and interests. The inventory provides a kind of framework within which specific programs for families and individual members can be developed. Phase 2 may take as long as two months to complete, depending upon how quickly the project is funded and which calendar months occur at Phase 2. Activity will move from generalized expressions of interest (or lack of it) to a tentative commitment by selected families to participate in the program, who will then be given help in setting attainable goals for themselves as families and individuals, and proposing activities which will advance them toward those goals.

The project staff will have ultimate responsibility for program planning for Phase 3, with the help of the community aides and an unpaid advisory group.

Phase 3 -- The third phase is, of course, the heart of the program. A kind of syllabus for the program will emerge from the previous phases, the core of which is a series of educational experiences relating to the role of the family as a diffuser of attitudes toward education.

ADULT EDUCATION: Parents must agree as part of the "participants contract" to enroll in one or more self-development courses or services offered at the Urban Centers during Phase 3 of the project. The adults will make their own choice of activities, with project staff guidance. If available programs are not appropriate to the needs of participants, new ones will be designed by the curriculum designer-programmer who will be a project staff member. Other types of consultants will also be available for service at both Centers.

Individual counseling about vocational and educational choices will also be offered to participants at the Centers by regular college staff members.

FAMILY EDUCATION PROGRAM: The family is a very central variable in promoting and maintaining the cycle of poverty. Two factors which are particularly significant in affecting the course of the future psychological growth of the poor child are (1) the achievement motivation provided the child by his parents and (2) the general familiar approach to child rearing. The program to be outlined seeks to coordinate the resources of local agencies in order to provide low-status families as units with socioeducational experiences that will focus on the role of the family in shaping the development of the children. In general, the aim of the program is to encourage selected families to recognize that they can shape the cognitive

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* A summary of research pertienent to the design of the family education program is attached as Appendix A.

growth of their children, encourage their more complete acceptance of educational opportunity, and thus help them toward an eventual profitable and gratifying participation in their society. It is assumed that an individual -- whether a youngster or an adult, middle class or poor -- can develop a personal identity in which he sees himself as a "learner", and that having perceived himself in this way he will consistently act to maintain this identity. The effort to maintain this identity is regarded as a prime motivational factor in the life of those who pursue an education. It is further assumed that this identity, often referred to as the "college kid" identity by those who study low status groups, is provided by the family; and that its promotion is essentially parallel to the promotion of the achievement motivation studied by Rosen and D'Andrade (see Appendix A). The program proposed here is an attempt to help parents become aware of and to promote this kind of identity.

The program will emerge from the interaction of the indigenous workers and the selected family participants. However, the following represents a model of what might be considered an appropriate program. It is intended to show both feasibility of the family education program and the nature of the theoretical position by which it is guided but is not to be construed as a firm, pre-designed program for the family education phase. * A series of 26 weekly sessions

*Programs and services which are projected for 1967-68 for the Urban Center in Harlem and the Bedford-Stuyvesant area, in which the adult members of the participating families are expected to enroll, are included in Appendix B.

of two or three hours duration is outlined in the model, with a brief rationale for each. Duplicate sessions will be conducted at the two Centers for the 25 or more families associated with each program.

Sessions 1-2: General Planning Sessions. The purpose of these sessions is to begin to develop a cohesiveness in the group. Children will participate whenever possible and Head Start teachers in the neighborhood programs will be invited to attend. Families will become familiar with the facilities, meet the program director and his staff, ask questions of an administrative nature, and discuss the program generally with professional staff and community aides. A mid-morning coffee break is planned, as part of the social phase of the program, after which the parents will meet with the aides.

The second planning session will be devoted to a presentation and discussion of the program that emerged from Phase 2 of the project. Expressions of goals and aspirations will be elicited from the participants.

Rationale: The introductory programs have the intent of facilitating the administrative functioning of the project. Beyond this, however, is the prime goal of engendering a group cohesiveness that will be useful in developing a frame of reference that will encourage the participants to perceive education as a worthy identity for themselves and their children.* This effort to develop a group cohesiveness that will engender consensual validation of the worth of participating in an educational enterprise will be central to the whole program, as will be seen in the discussion of subsequent sessions.

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* The voluminous research of the social psychologist, Muzafer Sherif, along with that of numerous other scholars in the field, has significantly clarified the important effect of the reference group upon the establishment of personal attitudes. Studies lead to the conclusion that individuals cannot be expected to develop a significant alteration of their frames of reference unless they are given the consensual validation of having a group of peers accept the same attitudinal structure.

Session 3: Parental Participation in an Educational Program Conducted For the Children: A demonstration program will be planned for the age level represented by the largest number of children in the group. Following the program, which might be a story telling session conducted by a Head Start teacher, there will be a discussion of the aims and method of the demonstration session. What was the teacher trying to do? Why did she handle a particular child as she did? What concepts was she trying to convey? Why is this concept regarded as important to the child? Other Head Start teachers will be invited to observe the session.

Rationale: Regardless of their own educational level, parents require constant reminding of the need to gear a program of instruction to a particular child. The need to recognize the anxieties aroused during a child's learning effort must be recognized, and the efforts of skilled persons to deal with these anxieties can be demonstrated. Parents can also see how teachers attempt to keep the children's attention and arousal at a level where optimum learning can take place. Further, the teacher will have the opportunity to demonstrate how she would handle problems growing out of unsatisfactory social interactions. These, then, are some of the means by which parents can have their conceptions of the educative process elaborated and expanded.

Session 4: Recreation: The family groups will participate in a recreation session, perhaps a swimming program which will provide both recreation and instruction in some skill, followed by discussion.

Rationale: The place of physical education in a general education program will be clarified. This session will offer the opportunity to discuss the efforts made by educational institutions to encourage the acquisition of knowledge about one's own physical health and well-being. In addition, there can be repetition of explication of the ideas set forth in Session 3. This program could well give a good springboard into talking about the sale of fear and over-arousal in preventing learning and could demonstrate the necessity of dealing directly with the fear before progress can be made to learning the task at hand. A generalization of this principle to all learning can be made, so that parents can begin to evaluate the role of emotion in educational encounters.

Session 5: Film Portraying the Adolescent Conflict: Discussion will follow the film showing.

Rationale: The film session is intended to provide a major vehicle for introducing a discussion of the individual's need to establish his own personal identity and worth. Three factors are involved. Virst, parents need to have some way of conceptualizing the role conflict that might ensue from project efforts to induce them to adopt a frame of reference toward education which would be in conflict with that which they have already adopted, and which might well conflict with the value orientation that is supported by the broader community of which they are a part. Then, low social status parents frequently express a concern that their children will become educated and thereupon reject them and their value orientation. This session will begin to raise questions about parental concern over their children abandoning the parents' value structure. Finally, the over-riding importance of the peer group as a source of confirmation of value structures or of identification can be highlighted. The fifth session is expected to begin touching upon each of these issues.

Session 6: Parental participation in an educational program conducted for the children. Similar to session 3.

Session 7: Folk song concert for the entire family. Discussion will follow.

Rationale: The place of folk music in the maintenance of the identity of an individual in a sub-culture is well known. Every Neopolitan, regardless of the physical distance between himself and Naples, feels a surge of well-being when he hears a reasonable tenor sing a traditional Neopolitan song. Song and dance, therefore, provide not only a useful vehicle for developing identity but also carry the opportunity to develop a wide variety of conceptions. Physical movements and auditory patterns, added to the connotations carried by the lyrics, are all valued inducements to an individual's development of ideas about himself and his relationship to his world and his culture. An effort will be made to help parents assimilate some understanding of how music, particularly folk music, serves these purposes.

Session 8: A program on speech and speech patterns: The session will be planned and conducted by an outside consultant.

Rationale: The place of experiences establishing speech patterns will be discussed, together with the role of speech patterns in relation to social rank. Reading instruction, speech training, school attendance, and the role of the school in general in establishing speech patterns will be introduced to the parents.

Session 9: A social evening starting with supper.

Rationale: Food customs and practices also relate to cultural identification. Furthermore, parental reactions to children's anxieties about exploring new foods can be related to previous discussion of food, together with budgeting problems. This session may well lead to a more formal program focusing on nutrition and budgeting.

Session 10: A movie to demonstrate the culture as a source of identification. A movie might be used to illustrate how a person clings to his value orientation while transplanted to an alien world.

Rationale: The session seeks again to introduce and clarify the means by which we gain self-identity and establish personal goals.

Session 11: Another illustration of the search for education as a source of identity: A movie or television tape illustrating the lengths to which an individual will extend himself in order to acquire an education will provide the springboard for this session's discussion.

Rationale: The session provides a continuation of the discussion of the individual's establishment of personal identity. Here there is a clearcut effort to show that an individual can adopt learning as a personal goal with a resulting identification which is not antiethical to the "good life," or to the "masculine" role often defined for low status children. Too, it will be shown that this identification leads to extensive material and social rewards, in that it is highly acceptable to the broad society.

Session 12: A visit to a "center of culture" such as a museum or a zoo. The trip will be followed by discussion.

Rationale: This session is designed first of all to convey to the families the idea that such centers are available for their use. Furthermore, there will be discussion of how such excursions are related to the child's psychological growth, and of the feasibility of families planning and carrying out such excursions with the aid of the center.

Session 13: Social mobility and education illustrated. Again, a dramatic movie or television tape might serve well.

Rationale: This session should continue the theme of identity in educational activity. It might also reintroduce the problem of the conflict about children becoming socially mobile and leaving their parents behind.

Session 14: Participation of the parents in a tutoring session with their child. Teachers of the children in Head Start or tutors working with older children will conduct the session. It will be followed with discussion of techniques.

Rationale: The place of individualized instruction in the educative process will be clarified. Once more the need to adapt materials to the conceptual and arousal levels of the individual child can be illustrated.

Session 15: A second session involving a visit to a cultural center. This is a repetition of Session 12.

Session 16: The exhibition of a "bad" movie. The viewing will be followed by discussion.

Rationale: This session is intended to make the parents aware of the possible detrimental effects of unselected entertainment. The discussion will clarify the nature of the concepts such entertainment might convey, will raise questions about possible effects of the child having adopted these concepts, and will have the parent consider means by whichhe can exercise some control over the child's entertainment fare. Once again, all this is aimed at helping the parent conceptualize the importance of learning experiences and the nature of the role he plays in providing the child with these experiences.

Sessions 17, 18, 19: Visits to several public higher education institutions. The session will include discussion of the use and nature of these facilities.

Rationale: It is assumed that equality of education does not exist as long as a particular individual does not perceive himself to be a potential participant in this opportunity. The State of New York is in the process of an unprecedented and dramatic expansion of its public higher education system. Many children of lower class parents lack a background in which there is a clear assumption that they are destined to partake of the benefits of that system. Visits to some of the available public institutions, along with explanations of the feasibility of their children's attending, can lay the groundwork for the growth of motivation for the child to go to college. In addition, the perception that such institutions are within their grasp can help families to conceptualize better their relationship to the broad society.

Sessions 20-21: Recreational activity in a State Park. Discussion will follow a field trip to a State Park.

Rationale: This session is also designed to help the parent see how such activity provides the child with a set of experiences that contribute extensively to his growth. Specifically, it is intended to demonstrate the use of such experiences to expose the child to (1) the variety of outdoor life that he does not see in his home area; (2) the nature of the State's effort to maintain recreational park areas; and (3) the need to respect the principle of shared use of such facilities. The session has the further goal of continuing to promote a better understanding on the part of the parents of their relationship to governmental structures. In addition, the social quality of this experience will add to the group cohesiveness that the entire program seeks to promote.

Sessions 22-26: Some repetitions of previous programs or the addition of new experiences: Another theme which might be explored is the adoption of the "consumer morality" as a personal identity, by the presentation of a dramatic play. A recent television production, "The Solid Gold Trap", might serve as a vehicle for disucssing how an individual, even with a very high income, can become thoroughly "trapped" by this morality. Discussion might allow for an explanation of such topics as (1) how consumer morality is promoted, (2) what happens when one's income level, low or high, is outrun by his "consumer ideal," (3) the role of education in obtaining a status that will allow for a certain level of participation in this seductive identity, and (4) the need to develop in children the ability to delay immediate gratification of this identity in order that they can prepare themselves for a more satisfactory participation in consumer activity.

Comment: The program should be regarded as tentative, but reflecting the theoretical position which guides thinking and future planning. The program is designed to promote in the parents of the Head Start children an understanding of their role in helping the child toward (1) the development of achievement motivation and (2) greater self-direction in his own cognitive growth.

Evaluation: The program is designed to help parents view themselves as having a highly important role in directing the child's growth. Previous socio-psychological research has provided sufficient evidence that parents who view themselves as "shapers" of their children do, indeed, produce motivation and growth in their children. Thus, the evaluation will be restricted to an assessment of the effectiveness of the program in promoting a particular set of behaviors in parents.

Since feasibility is also a subject for demonstration in the project, there will be an assessment of the extent of the subject participation and of their satisfaction with participating in the progress. Periodic staff reports on the nature of administrative problems will also contribute to the assessment of feasibility of operation.

The following measures might be used as indices of participant interest.

1. Participant reaction as shown by number attending, rating of their interest in the program, and assessment of their interest in participating in similar programs in the future.

2. Staff evaluation by means of rating of the extent of participants' involvement and response to the program, administrative difficulty in carrying out the particular sessions, the degree to which the program achieved its stated objectives.

The following measures might be used to show the effect of the total program on parental attitudes toward their role as "shapers" of their children's cognitive gorwth.

1. A questionnaire which might be called "The Parental Attitudes to Educational Activity, which would be administered before and after

the completion of the program in informal interview situations with Center staff and community aides. Items will assess parental attitudes toward learning and education by means of asking them to respond to a standard series of open-ended questions. Rating scales will be constructed for use with the verbal responses. A typical question might be: "How do youhelp your child to learn anything?" with the following scale of responses: (a) sees all his regard and reinforcement activity, as well as his modeling and "formal Teaching" as helping the child to learn, (b) sees modeling and formal teaching as his effort to teach the child, and (c) sees only formal teaching as his contribution to education of the child.

2. A variation of the procedure for evaluating the parent's approaches to the child's cognitive achievements that was used by Rosen and D'Andrade (1959). In essence, the procedures call for having the parents participate and "help" the child work with a series of problems, while the observer makes a total chronology of what takes place. From this record scores are derived which relate to the parent's approach to the child's problem solving behavior. It is a measure of the degree to which the parent seeks to generate the child's own direction of his growth, the alternative being to have the child reach a specific solution to the problem at hand. An example of a task which might be adapted for use here is:

Block Stacking: the child is asked to build towers of irregularly shaped blocks. He will be blindfolded and will use only one hand, so that there will be a situation created where they can rely on the parents' help. Parents will be permitted to say anything they wish but not touch the blocks. A performance norm will be established by telling the parents what the average child can do with this type of problem. Parents will write down privately the number of blocks they expect the child to put into his tower. The child will be given several trails on the task, each under a different set of conditions so that a variety of parental responses can be obtained. The purpose of this task is (1) to see how high the parent' aspirations for their children will reach, i.e., above or below the given norm, and (2) to see how self-reliant they expect or permit their child to be.

Each of the task variables will be evaluated for changes in pre-to post-testing. Predictions are that after the program the parents will (1) allow the child greater autonomy in setting his learning goals, (2) try to promote the child toward hiw own integration of the data, and (3) see the tasks more in terms of a "learning situation" rather than in terms of a "solution contest."

In addition to this direct evaluation, there will be an analysis of the parent-child interaction which will use the general category system of Rosen and D'Andrade. Analysis is made of the frequency of such categories as "expresses approval, gives love, comfort, affection," "child asks for aid, information, advice," etc. The data from the interaction analysis will be used with the purpose of testing further the hypothesis that parents who have been through the proposed program will give more responses that promote the child's growth and fewer responses that are commands and orders.

A consultant will be employed, together with graduate students as research assistants, for the construction and administration of measuring devices and the analysis of data. Administration of "Tests" will take place in the participants residences. Community aides will be used to increase rapport with the evaluation staff during these sessions.